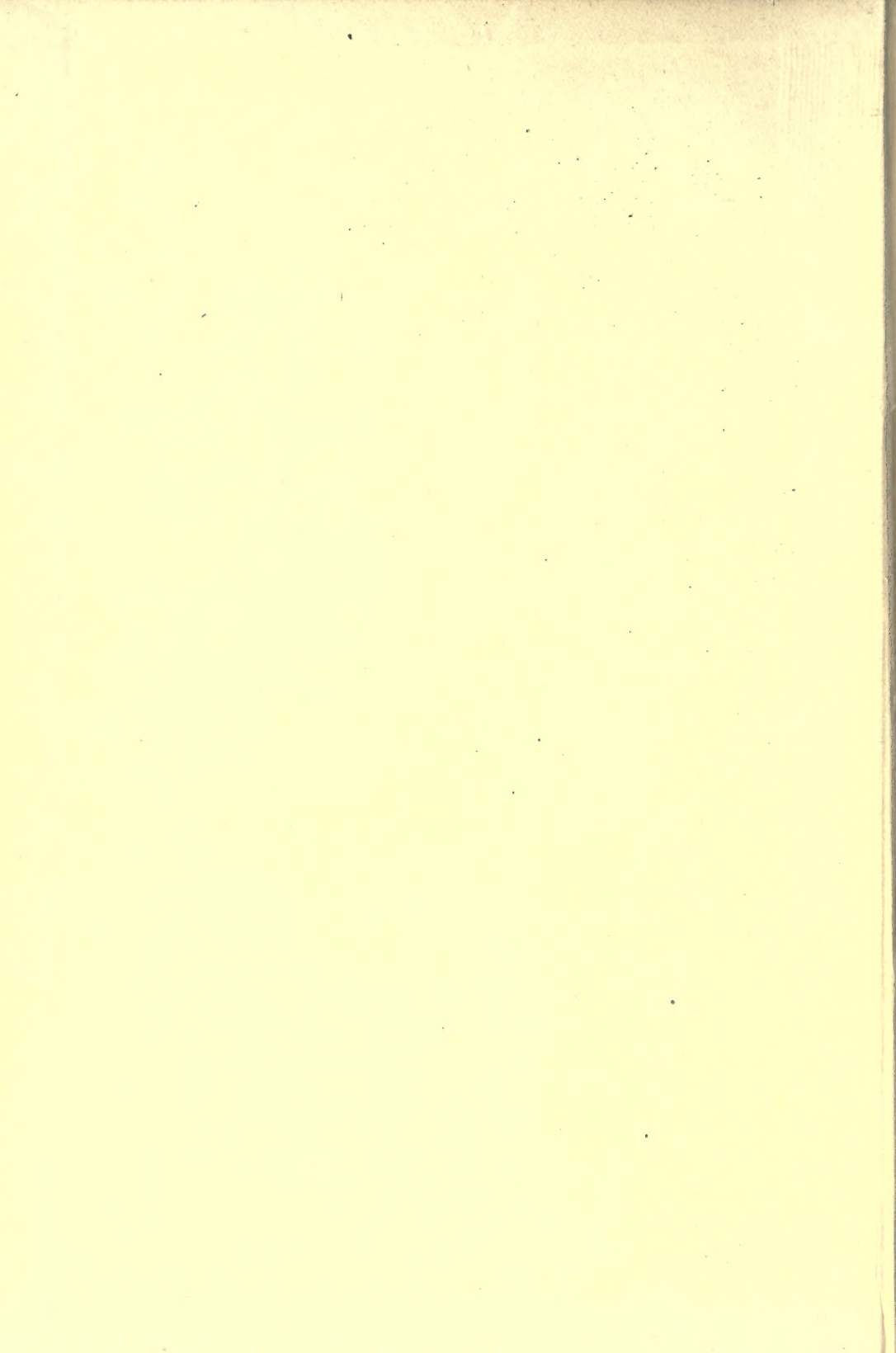
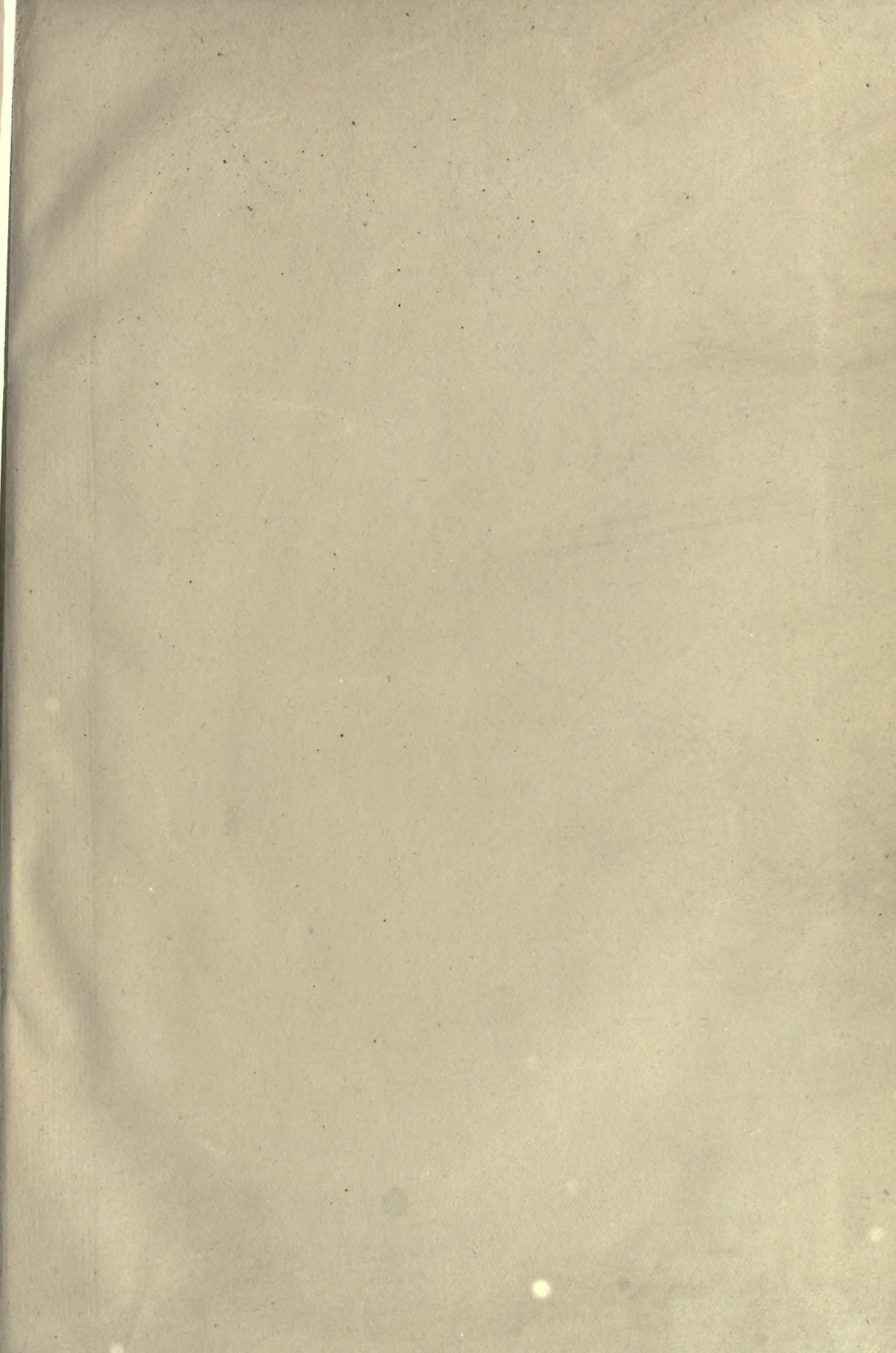


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Educational  
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Ottawa

# A HISTORY OF THE OTTAWA COLLEGIATE INSTITUTE 1843-1903.

WITH CONTRIBUTIONS BY EX-PUPILS AND  
FRIENDS OF THE SCHOOL.



COMPILED AND EDITED UNDER THE AUSPICES OF THE EXECUTIVE COMMITTEE  
OF THE O. C. I. EX-PUPILS' ASSOCIATION.

ILLUSTRATED

"Be inspired with the belief that life is a great and noble calling; not a mean and grovelling thing that we are to shuffle through as we can, but an elevated and lofty destiny."—(Address to Hawarden Grammar School, 1877).—*Gladstone.*

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DEDICATED  
TO THE  
THOUSANDS OF EX-PUPILS OF THE OTTAWA COLLEGIATE  
INSTITUTE BY THE EXECUTIVE COMMITTEE OF THE  
O. C. I. EX-PUPILS' ASSOCIATION.

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## PREFACE.

---

THERE is an inherent value in history, even in local history ; hence it has been thought wise to give the Ottawa Collegiate Institute a historical standing if possible, and thus to enshrine it more thoroughly in the minds and hearts of its many ex-pupils. Why should we not cherish the memory of our old schools? England keeps green the memory of her great schools, such as Winchester, Westminster, Cheltenham, Clifton, Marlborough, Rugby and Eton. History is being made rapidly in young Canada and will be rapidly forgotten, unless some records of her institutions are kept. In this Collegiate Institute it is to be regretted no records have been kept.

Thanks are due to S. J. Jarvis for pictures ; and to all Trustees, Principals, Teachers and others who kindly loaned their photographs, to illustrate this volume. Special thanks are due to all the contributors, for without their aid the book could not have been produced as it is. The names of all contributors may be found at the end of their articles. Special mention must be made of the Editorial Committee for their time and care in editing the book as the work entailed a great deal of labor. Mention should also be made of D. A. Campbell, B. A. and A. H. McDougall, B. A. for special help in compiling the lists of medallists and graduates respectively.

It was impossible in a volume of this size to deal exhaustively with all questions of interest in the history of the School, therefore a selection had to be made. It would have been well if more space had been given to the work of many teachers—other than the Head-Masters—who have given good service to the School during portions of the sixty years; in this respect the book fails. Among the illustrations it was desirable to include the photographs of many of the illustrious ex-pupils of the School, but the numbers were so great that it was utterly impossible to make a selection that might not give offence. Those that are given are officials, with



others in groups to illustrate events in the School's life. In future volumes most of the illustrious sons and daughters of the Institute will obtain proper recognition. Let it be borne in mind that this is only the beginning—this is the first volume of the history of an institution whose life and influence will go on forever and forever.

To those who may be disappointed, and there will be many, we would repeat what a Roman Emperor once said—"Hope not for the Republic of Plato; but be content with ever so small an advance, and consider even that as a gain worth having."

Signed on behalf of the Executive Committee of the O. C. I. Ex-Pupils' Association.

D. B. MAC TAVISH,

*President.*

Ottawa Collegiate Institute, June 1st, 1904.

R. STOTHERS,

*Secretary.*

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#### NOTE BY EDITORIAL COMMITTEE.

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The Editorial Committee examined and revised all the manuscripts submitted, as fully and carefully as the little time they could spare from their regular duties would permit. To avoid repetition or over-lapping much material was eliminated; and to keep the size of the book within reasonable limits, passages that did not bear directly on the history of the Institute itself were rejected. In a volume of this kind, with so many contributors, it is not possible to conform to any fixity of style, hence uniformity is impossible. In spite of great care in proof-reading, errors were over-looked until it was too late to make corrections. In the errata some of these have been corrected. Special mention should be made of Mr. L. D. Bangs of The Mortimer Co., Limited for timely suggestions and aid to the Committee.

(Signed) J. MACMILLAN, B. A., *Chairman.*

W. J. SYKES, B. A.

GEO. C. HOLLAND.

R. S. *Sec. of Committee.*

Ottawa Collegiate Institute,

June 1st, 1904.

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## ERRATA.

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NOTE.—It is to be regretted that the names of Mr. Daniel O'Connor (father of D. O'Connor, K.C.), and that of Mr. John Durie are omitted from among the Trustees in the "fifties"; no records are available, hence the oversight until too late to correct in the text.

Page 29, line 12—the year 1898 should be 1899.

Page 30, line 25—the year 1642 should be 1842.

Page 47, line 19—loyalty should be loyally.

Page 60, lines 5 and 6—Special mention should be made that the training of Professors A. J. Bell and S. W. Dyde was under Dr. Thorburn; they were his students in a special sense.





View of West and South Sides, 1903.  
View of East and South Sides from Driveway, 1903.



## GENERAL INTRODUCTION.

---

The Ottawa Collegiate Institute was originally called the Dalhousie District Grammar School, and, somewhat later in its history, the Carleton County Grammar School. It holds a unique place among the Educational Institutions of Ontario, in view of its age, and it holds an honorable place among Secondary Schools in Ontario, on account of its size, and successful work.

Within its walls have been educated the great majority of the youth of the County of Carleton, and of the City of Ottawa, who, during the past sixty years have taken a course in Secondary Schools. It has been associated, during these years, with all that is best in the professional, industrial and social life of the city. From this centre, has gone forth the youth of our fair city, better equipped in mental capital for life's battle. Its graduates are to be found in the highest positions in our land, and in the United States. Men and women have gone out from this Institute with higher ideals and loftier aims, to take positions of responsibility in every sphere of life. Turn where you will, be it to the far West, or the South, her sons and daughters have done creditably. You can find them in the office, on the bench, at the bar, in the pulpit, in the army, in the literary sanctum, in our parliamentary halls, and in the professor's chair.

To the thousands who have done honor to this Institution by their success in public life, and to the thousands who have honored the school in the quieter walks of life, the traditions and the history of the O. C. I. are certainly dear.

The records of the School, with its proud tale of academic successes, of medals and honors won, will also be dear to the ex-pupils, and to many a family whose names by reason of the Honor Roll are familiar to every one who has ever attended the Collegiate Institute. The mere record of the various sites and buildings



occupied, and the history of the seven administrations, that have held sway over this Institute, for longer or shorter periods, will be full of interest to the descendants of our pioneer citizens and, in addition to preserving the annals of the earlier days, will be an inspiration to the thousands who shall yet walk the halls and occupy the class-rooms of this ever growing school, to do well. It were a pity to let the past die. The names of the teachers, the names of the many earnest trustees and many reminiscences of school life will find places in these pages.

It is believed there is a profound interest in the records of a school which can claim to be among the oldest in Eastern Ontario, of a school whose origin dates back to the year 1843, before the founding of our Public School System.

The Ottawa Collegiate is one of the seven Grammar Schools of Upper Canada that had the honor of being among the first to hold the rank of Collegiate Institute. This honor came to her in 1873, through the Superintendent of Education, Dr. Egerton Ryerson.

This school has been the fruitful Alma Mater of such talent as this great and growing city can claim, the source and stimulus of over half a century's prosperity and honor. Some of the credit for what the City of Ottawa is to-day is due to the educational work of this school, and to the intellectual labor of her sons and daughters. In the battle of life, for the past sixty years, the necessary mental outfit to do life's work well, has been of a variable nature. That outfit this Institute has efficiently and generously supplied, and with true enthusiasm it has been received.

It is necessary in these pages to treat of many events; to dwell on the lives, and influence of the various Principals and Masters of the school, and the many citizens, who, as Trustees, gave their time, their energy, and their best thought for the progress of education.

Of records there are very few, and these have been collated. There is much of interest that cannot be obtained, by anyone

engaged in writing these pages. However, such as are known are here presented to the public. It has been found impossible to get cuts of all the old buildings that were occupied by the Grammar School. It has also been found impossible to obtain the names of all the Trustees between the years 1843 and 1866, as no records were kept.

This volume will appeal to the many ex-pupils and their friends, whether in the city or out of the city, and to many of our citizens too. It will recall old friendships, and bring back to many minds the memory of those happy days, when life had much of pleasure and little of responsibility, when life was in the formative condition. It will also appeal to those who take an interest in education, and who feel a natural pride in the history of an institution which, perhaps more than any other in the city, has been instrumental in training the minds, in moulding the characters, and in influencing, to some extent, the manners and morals of men and women in Ottawa, in every walk of life. It may also fairly lay claim to have stood for culture.

With many misgivings this volume is offered to the public, with the hope that, now that the past is crystallized into history and on record, the ex-pupils of succeeding years may find sufficient inspiration and pleasure in its pages, to continue the work and to add volume to volume, as the Collegiate Institute grows older, more distinguished, and serves a wider public.

R. S.

## CHAPTER I.

### EARLY HISTORY, ETC.

The District of Dalhousie was formally separated from the Bathurst District and made a new District by proclamation under Sir Charles Metcalfe, Baronet, in 1842. The Capital (if we may so call it) of the new District was Bytown. With other public institutions, the new District required a Grammar School. The Dalhousie District Grammar School was opened in Bytown in May 1843. That was the "day of small things." Great changes have taken place during the sixty years that have since then passed away. The District of Dalhousie has become the County of Carleton, Bytown has become the City of Ottawa, and the Dalhousie District Grammar School has become the "Ottawa Collegiate Institute."

The appointment of Head Masters of Grammar Schools in Upper Canada was, in those early days, made by the Governor-in-Council, virtually on the recommendation of the Trustees. I arrived in Bytown, via the Rideau Canal, in May 1843, with my appointment in due form as Head Master, and with instructions to place myself in communication with the Board of Trustees, and to open the school. But when I arrived, there was no school, and of course there were no scholars. By this state of things, so altogether unexpected, I was not at all disconcerted; in the retrospect I attribute that to the hopefulness of youth.

The Trustees were the Rev. S. S. Strong (afterwards Dr. Strong), Rev. Father Phelan (afterwards Bishop Phelan), Rev. T. Crookshanks, Mr. Joseph Coombs, and Mr. G. B. Lyon (afterwards Lyon-Fellowes). Mr. Strong was Chairman of the Board. I called upon him, and was received with the courtesy and kindness that marked his dealings with me during the whole time of my connection with the school. I found him, from first to last, an unfailing friend. Taking in the situation at once, he promptly offered to go out with me, and make enquiries about a house in which the school





The Ottawa Grammar School from 1861-1874.



One of the Halls in the O. C. I., 1903.



might be opened. So far as we could see, the only available place was a two story frame house that had just been erected in what is now Waller street near Daly avenue. The neighborhood was then a common in which there was a great sand pit which became, as might be supposed, a source of much enjoyment to the scholars. The house was quite unpretentious, not even painted. But it presented the advantages of being new, and therefore clean throughout: walls, floor, and windows looking, from this circumstance, attractive enough. The windows were large, affording abundant light. The desks too, and the seats or benches, plainer, I think, than anything that could be found in our school houses now, were new and clean: all this was in our favour. The ground floor was all that was then required for school purposes. It was all in one apartment, and gave what was then considered fair accommodation for about forty scholars.

When we had secured and prepared this building, Mr. Strong called a meeting of the Trustees, which was held in his study. I was asked to be present; and, so far as I can remember, there was never a meeting afterwards that I was not invited to attend. Everything was done in a very informal way. We conversed freely on what should be done, and how it might be best done, to promote the efficiency of the young institution in the interests of which we were met. No minutes were preserved that I know of; and I have myself no school records. Arrangements were made for the opening of the school, and these were duly published. The school seems to have been required. Many families appeared to have been looking for it; for from the beginning, one modest schoolroom was comfortably filled. I was aided in the work of teaching by a younger brother of my own, who died in early manhood.

Lines of distinction, whether national or denominational, did not seem so tightly drawn then as they are now. French and English, Catholic and Protestant, all met in the school; and judging from what could be seen from the play-ground they had what is called "a good time." The scholars came from a wide range: from



Rockcliffe on the east, to Britannia on the west. A few came to board in the town, for the purpose of attending the school. Before beginning my work in the Grammar School, I had had some experience in private teaching; but in public teaching my experience had been limited: only a part of two sessions in the Preparatory School of Queen's College. And this leads me to say how singularly favored I was in the conduct of the senior scholars, their influence and example told with salutary effect upon the whole school, making the work of teaching, which must always be, in a real sense, laborious, comparatively easy and agreeable..

I have grateful memories of the Bytown of my teaching days. I found myself in a community in which it was pleasant to live; from the parents of the scholars I received the kindest consideration; the little town was prosperous; and, among the diversified elements of the population at that time, there was, as it seemed to me, a remarkable degree of good and kindly feeling. This, I believe, could be confirmed by the testimony of some still living, who can remember the "Upper-town" and the "Lower-town," and what is now the splendid and busy centre of the city as a large vacant space between the two. My leaving of the school in 1845, after so brief a term of office, was not from any weariness of the work; for in that I had had more enjoyment than the unpromising aspect of things on my arrival in Bytown could have led me to anticipate. Nor was it from any misunderstanding with the Trustees; for I can think only with thankfulness, of the pleasant relation always subsisting between them and myself. But it was because I was entering upon the ministry of the Presbyterian Church, which required all my time and attention.

Speaking broadly, the population of Ottawa in 1903 may be ten times that of Bytown in 1843; the scholars attending the Collegiate Institute at Ottawa in 1903 may be ten times the number of those attending the Dalhousie District Grammar School in Bytown in 1843; and in industrial, commercial, and municipal lines, there has been corresponding progress.

THOMAS WARDROPE.

## CHAPTER II.

### SITES AND BUILDINGS.

Somewhere near where the Court House is, stood the first building to be used as a District Grammar School, the embryo Ottawa Collegiate Institute.

The following description, by one who was in the class of girls taught by the Rev. Mr. Borthwick, is kindly placed at my disposal and I give it as it is :—

“ After it had been decided to establish a High School in the new District of Dalhousie (now the County of Carleton, which was formed by the subdivision of the former Bathurst District), and Sir Charles Metcalfe had appointed the first Head Master, who arrived from Queen’s University, Kingston, considerable difficulty was experienced in obtaining a suitable house in which to open school. At length a new two story frame house was secured, which it was thought would suit. In it school was held for more than eight years. The house was large, being twenty-four by thirty-six feet, and was situated on the east side of Ottawa (now Waller) street, a few yards south of Daly avenue. An outside stairs at the back of the house led to the upper flat, and the owner rented this apartment for a dwelling, access to which was from Stewart street.

“ Prior to the erection of the Collegiate Institute in 1874, the Grammar School had been located in five consecutive buildings. Each of the buildings had been erected for a different purpose, and not one of these purposes had any connection with education. The first was intended for a dwelling house. The second, from its location and the way in which it was laid out, was supposed to have been intended for a wholesale store. The third was built and used for a carpenter’s shop for some time. The fourth had evidently been intended for a retail store and when it ceased to be a schoolroom it became an insurance office. The fifth was said to have been in-

tended for a boarding house. It was at once rented by the trustees, and the school was removed there as soon as it was ready for occupation, in the fall of 1861.

"The first flat was all in one room, and at the end stood the teacher's desk and chair. The school furniture was of the plainest kind, the desks and benches being made of pine boards, and painted blue. The desks had been whittled in many places, and looked shabby, and the benches were made in primitive style. In the middle of the room stood an enormous box-stove which apparently had never been polished. The room was well lighted, having half a dozen windows, with the old-fashioned small panes of glass (indicative of the 'window tax,' which was not repealed until 1851). These panes were called 'the common size.' There were twenty-eight panes, 8 x 10, in each window.

"In the front of the house there was a large door, with two windows on each side of it; there were four windows in the upper flat. The walls had a weather-beaten appearance; no paint brush had ever touched the clapboards. The house stood high, and to reach the door there were two wooden steps at the entrance.

"The school was used at times for religious services, as we find the Rev. Mr. Dick in 1845 held church in it every Sabbath morning and evening. From another record it appears the first Sunday School festival ever held in Bytown was held in this school, on Christmas eve, 1847.

"In 1851 the District Grammar School, as it was still called, was removed to the west side of the canal, but the name ever afterwards was the 'Grammar School;' hence it bore the name District School for about eight years.

"About 1852 the accommodation in the South Ward (now St. George's) being altogether inadequate for the Public School attendance, the Public School Trustees rented the old District School. It was used as a Girl's School, for a time, by a lady teacher, but in 1857 it was transformed into a dwelling-house, and painted a slate color. Thus it remained until one night in the later seventies, the





Ottawa Coll. Inst. as first erected, 1874.  
Main Hall, Roll of Honor and Principal's Room, 1903.



old District Grammar School, the original Collegiate Institute, was totally destroyed by fire.

“In 1848 two frame market-houses were erected, one of which was in By Ward, and the other on the site now occupied by the City Hall. It was thought that West Ward Market Square would soon become a business centre. A large frame building was erected for a hotel where the Grand Union now stands. A few yards farther south was a smaller house, which was evidently intended for a store. The sign, ‘J. Farley & Son,’ was painted on the Elgin-street front of this house. The market was never used for the purpose it was intended for and, as Messrs. Farley & Son opened their grocery store on Wellington street, instead of on Elgin, their building on the latter street was vacant for some time. The sign was painted over, but the letters were quite legible through the paint. In 1851 this building became the Bytown Grammar School. The hall over the market was used for public meetings for a time, but in 1858 it was fitted up for a Council Room, and from that time until 1878 it was the City Hall. An ex-alderman, who was a pupil of the old Grammar School from 1853 to 1856, has kindly furnished the writer with the following description of the school-house and its surroundings :

“The building in which the school was conducted was on the north-west corner of Elgin and Albert streets. It was a frame building, twenty-four by forty-five feet, two stories high, built for a store, and painted white. A large window and a glass door were on the Elgin street front, and in the centre of the Albert street side there was another glass door, and one window to light the rear of the school-room.

“The seats were long wooden benches with desks to match, and occupied about three-fourths of the large room. A small room on the Elgin street side was used for another class. The furniture of the Principal’s room consisted of a desk, table, two chairs, a number of large maps on the walls, a terrestrial and a celestial globe, and a wonderful contrivance of planets on wires, which was



brought forth on rare occasions. The planets revolved by means of a crank, at the will of the principal. The teachers were Principal W. A. Ross and Mr. Rathwell; the former always carried a raw-hide under his left arm when teaching a class. One boy was studying Greek, Latin, and French, in addition to the English branches, under Principal Ross, and there were about seventy-five students in the school. In Arithmetic we calculated by Halifax currency.

“Looking from the Albert street side, we could see an open common, where the crack shots of Bytown used to shoot plover in the autumn.

“‘Grammar School boys skated on the ice ponds where Slater street now opens; often in the summer time they amused themselves during recess and noon hours in playing the old-fashioned game of “duck on a rock.” In winter time, snow-forts, and in summer, sod forts were built, between where Knox Church now stands and the canal. Frequently during the winter the boys and their active Principal played shinny on Elgin street, between Sparks and Albert. The buildings adjacent to the school were all frame, and Armstrong’s hotel (The Union House) stood where the Grand Union is now.’” The writer concludes—“‘My school-mates were a bright and independent lot of boys, and many of them have since filled positions of trust.’” The school remained for five years on Elgin street, and was then transferred to Queen street. Three years later a fire swept Elgin street from Queen to Albert.

“‘The Ottawa Grammar School has been removed to Cook’s buildings, Queen street, South side,’” such was the announcement made by a city paper, in the summer of 1856. Two large dwelling houses had been erected on the rear of a lot on Queen street, nearly opposite to the Dominion Church S. S. Hall, and were owned by Mr. James Cook, contractor. There was also a smaller and plainer looking building which had been used for a carpenter’s shop. Lumber, work-benches, and tools were removed, some im-

provements made, and then the school furniture was moved in. This was no longer a carpenter's shop, but was the "Grammar School," and Mr. O. T. Millar, M.A., was Principal for three years. About ten years after the school had been removed there was a fire in that locality, and the houses on Queen street known as Cook's buildings disappeared.

"The next move was to a plain stone building on Metcalfe street opposite to the Methodist Church, and this building must have been intended for a store, as it had a large front window and a glass door. The east end of the school-room was badly lighted. There were stairs leading to the room above, which was also used by the school. The rooms had a comfortless appearance, and the building, as a whole, was unsuitable for school purposes, with its old and shabby desks and benches in the centre of which stood a large unpolished wood stove.

"In September, 1859, immediately after the school had been moved to Metcalfe street, a private class was opened for young ladies who desired to continue their English studies, and it met in the Grammar School from 4 to 6 p.m. It was taught by the Principal, Rev. H. J. Borthwick, M.A., and there were 18 students, of whom the writer was one. The Grammar School remained on Metcalfe street for a little over two years, and the building was used afterwards for an insurance and real estate office. In the seventies the large stone building on the corner of Queen and Metcalfe streets was burned down, and the old Grammar School building was also destroyed, or damaged so much, that it had to be taken down.

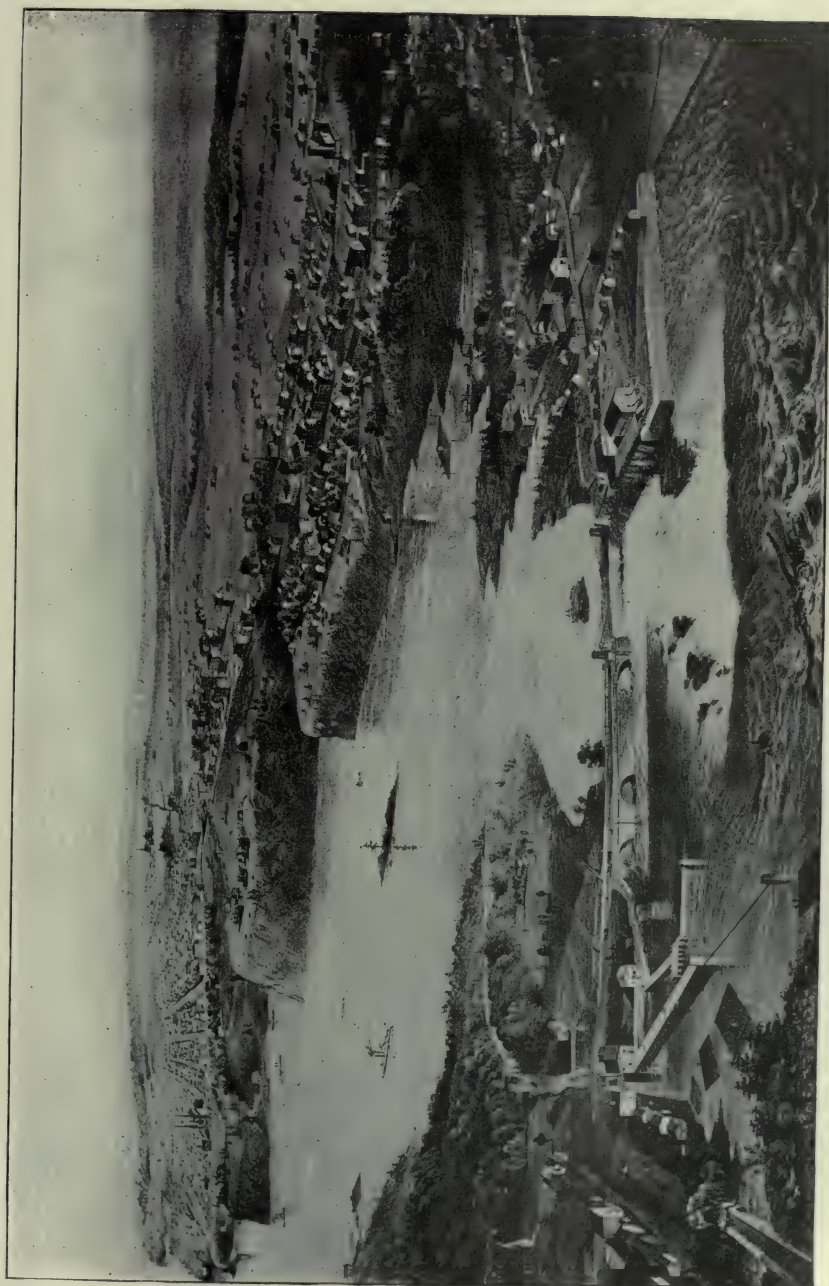
"In the summer of 1861 a large frame building was erected at the north-east end of Queen street. It was a double tenement, and was intended for two boarding-houses. While it was in course of construction the Grammar School Trustee Board leased the west half of it for a school. In the fall of that year, as soon as the building was completed, the school moved in, and there it remained for thirteen years. It was much larger than the one on Metcalfe street,

but was none too large, since the population of the city was increasing rapidly. After the school had been held in rented houses for over thirty years, the Trustee Board came to the conclusion that they should purchase a site and build a school. The building on Queen street did not share the fate of its predecessors; unlike them, it stood until taken down to make way for the Russell Theatre."—*Marion Jamieson.*

The present site of the Collegiate Institute was acquired by the following Board of Trustees: Messrs. J. P. Featherston, E. McGillivray, Geo. Hay, Rev. Dr. Gordon, Jas. Warnock, Wm. Pennock, Hon. Francis Clemow, A. Rowe. Mr. John Pennock was Secretary-Treasurer. The price paid was \$3,200, and the date of the deed is June 17, 1872. A writer of the time speaks thus of the site: "It is admirable, affording the use of Cartier Square as extensive recreation grounds for the scholars during time of recess, and enforcing an almost isolated position, thereby showing off the building to greater advantage. The grounds adjoining those of the Normal School, enhance, rather than take from, the general effect, as it gives to that locality a unity of purpose; in fact that part of the city known as Centre Town seems to have been admitted, by common consent, to be the most appropriate for buildings of this class." He further speaks of the opening up of new streets, and the erection of dwelling houses in that part of the city, thus showing that Lisgar street was considered the city's limits in 1874. The design is gothic, very simple in character, such as is generally selected for schools. In contrast with the Normal School it was quite noticeable then, that while the Normal School covered a much greater area, in proportion to its height, than the Institute, yet the latter, it was thought, would be much easier heated. Another point noted by the same writer was "its general unity of design," which he commends highly for public buildings.

In treating of the internal arrangements and accommodations the writer takes his readers with him on an examination of the building, which is as follows: "We find then first, that the scholars





Ottawa, (By-town,) Canada West, about 1848.



have two entrances, one on either side, and these lead to their recreation hall, which is lofty and spacious, the area being seventy feet six inches by fifty-five feet eight inches. All around the walls are placed lockers or cupboards for hats and cloaks. The first room occupies that portion under the main entrance. The floor of the basement was wooden. Ascending the staircase we arrive on the ground floor which is very lofty also. On the right and left are general class rooms, forty feet by twenty-five feet, and on one side a library measuring twenty-five feet by fifteen feet, and on the other an apparatus room of the same size. The teacher's room facing Cartier Square is seventeen feet long by ten feet wide.

"The main entrance to the building is on Biddy street, and is approached by a flight of spacious wooden steps. The next stair-case conducts us to the first floor, where we find four ample class rooms, having an area of twenty-five feet four inches by twenty-five feet each, and a study, lighted by an oriel window, twenty-six feet by eighteen feet. Ascending once more, we arrive at the lecture room, of the same area as the recreation room of the basement, with the addition of the space occupied by the fuel room."

The heating of the building was undertaken by Messrs. Blyth & Kerr. Four hot air furnaces were placed in the basement, and pipes conducted the heated air to the various rooms of the building. Ventilating shafts were placed in the outer walls. The stone for the Collegiate Institute was all, with the exception of the window dressings, which were limestone, taken out of Mr. Robert Skead's quarry, and this was the first building erected in Ottawa with that kind of stone, Nepean stone being the one in general use then. The effect was regarded as satisfactory. The soft gray was thought warmer and lighter than limestone. It appears that in the original plan the oriel window was to be constructed of wood, but the Board substituted Berea stone from Ohio. Again frequent changes were made in the original plans, which are here noted. The roof was to be of shingles on the



mansard portions, and tin on the deck, but the change here was the substitution of galvanized iron. Another change was the substitution of sandstone for fire-brick in the chimneys. The architects were W. T. Thomas and W. Chesterton, and the contractor was Mr. George Crain. The total cost of the building, exclusive of heating, was \$25,594.

The Corner Stone was laid by His Excellency Lord Dufferin, and has inscribed on it the names of the trustees, architects, and contractor, with that of His Excellency, and the date, June 4th, 1874.

The building erected in 1874 remained much the same until the year 1892, when four rooms were added to the south end, thus bringing the building out to the Lisgar street line, as at present. In those twenty years, ('74-'94) there was the usual wear, and changes were made, when necessary, to keep the building adapted to the needs of the school. Thus new hot-water heating apparatus was introduced taking the place of the hot-air furnaces. This, too, was found unsatisfactory, and the Smead-Dowd system was introduced in 1888. In making this change the architect erected a huge chimney right in the centre of the main hall, near the entrance door. The new system made for some years a great improvement in the heating, but the big chimney marred terribly the main hall of the school, and darkened it considerably. In 1893 it was taken down, and on being divided into two smaller chimneys it was found possible to build them into the partition walls of the main hall, thus increasing the hall room, and giving more light and better access to the school.

The old central stairway that was in the main hall, near the room now used for the Principal's office, was removed at the same time, and two separate staircases were erected, the ones in use at present.

The Principal's room was in the south-west corner of the old building, and the Fourth Form occupied the corresponding room across the hall.

The addition to the south end, which has become the front of the building, was erected by Messrs. Holbrook & Sutherland, and Messrs. Low Bros., under Mr. J. Mather, architect, in 1895. It was built of grey limestone, and cut stone for window panels and facings. The stone bearing the date 1874 was removed from the north side and placed in the south.

The necessity for more accommodation led to great changes in the arrangement of the class-rooms. The old Science room was the north-west room on the second floor, and the room at present used as a library was the laboratory in Mr. McGill's time. In the new rooms the Science department found better accommodation, taking at that time the two corresponding rooms on the south side of the building. The other room to the south-east has since been given up to Physical Science, owing to the greater attention required in recent years for that subject. Though the building had been enlarged, it had never lost its architectural identity, the same plan being visible yet, and the internal arrangements were in all cases but slightly modified, thus preserving the old building intact. However on the 30th of January, 1893, the building was destroyed by fire, and the school, from that time until the 1st December, found accommodation in the George Street Public School, and in the Normal School building, the former for the lower forms and the latter for the upper forms. This arrangement was made through the kindness of the Public School Board and of the Minister of Education.

The building, somewhat modified internally, was ready for occupation on the 1st December, 1893, and the classes again assembled under one roof. There was one very marked change after the fire, and that was in the floors, desks and blackboards. Previously the floors were pine, the desks were all whittled and disfigured, and of the old style, with two at a desk; the blackboards were of plaster. In the new building hard-wood floors, unfortunately yet unpolished, save by spatters of ink, were put down throughout the entire school, and the new, modern, single desk was

introduced into all the class-rooms. Single desks had been in a few of the rooms before the fire, but the great majority of the rooms had still the old form. Blackboards of slate, from Pennsylvania, had been put in the four new rooms, but after the fire they were introduced throughout all the class-rooms. The paint in the old building had been a two-shade French grey; now in the rooms it became terra-cotta, while the wainscotting of the hall was grained and varnished. Painted glass windows were placed over the main entrance in 1892,—at the same time that the stone steps were built—on the completion of the first addition to the original 1874 building, just as they are to be seen to-day. The old Library room was adapted for a Principal's room in 1892, and has been used as such ever since.

Within a year after the fire, the attendance had so increased, that the Board had to fit up two rooms adjacent to the Convocation hall, and these were in constant use as class-rooms until January, 1903, when the new east wing became available. This new wing was erected in 1902, to provide accommodation, and although it contained eight class-rooms, it was no sooner completed than it was filled. Of course, in the erection of this wing, two small class-rooms had to be sacrificed for hall space. This addition has changed materially the plan of the entire school. It was erected by the following Trustees of the Building Committee:—Mr. H. Robillard, Mr. G. B. Greene, Mr. T. Birkett, M.P., Mr. F. R. E. Campeau, Mr. D. Murphy, M.P.P., and Mr. J. Mather, architect.

It provides excellent basement accommodation for the boys and affords eight good class-rooms for school work. The heating, lighting, ventilation, lavatories, and the concrete basement floor, are all of the most improved kind and the building as a whole is very creditable to the city and to its interest in Secondary Education. Compared with other buildings in the city the Collegiate Institute looks well. It presents a very pleasing appearance as viewed from the new drive-way along the canal and its proportions are commensurate with its importance. It is a foregone conclusion





Physical Laboratory, 1903.  
Chemical Laboratory, 1903.



that an Assembly Hall, with a thoroughly equipped gymnasium over-head, is an indispensable necessity to the proper working of the school. The time is not far distant either, when the attendance will require a similar wing on the west side to that on the east, and thus give symmetry to this stately pile of limestone.

R. S.

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## CHAPTER III.

### TRUSTEES 1843-1903.

The provisions of the law in the early part of the last century were very indefinite respecting High Schools or Grammar Schools, as they were then called. By the Act of 1807 the Grammar Schools (more properly District Grammar Schools) were managed by Boards of Trustees appointed by the Lieutenant-Governor in Council. It was provided that the number of such trustees should not be less than five. Usually the Boards were made up of local clergymen, and others persons who might be interested in secondary education, and who were recommended by the patrons of the Institutions concerned. This mode of appointing trustees continued with very little change until 1853 when the Grammar Schools were first brought under the direct control of the Education Department. In 1853 it was enacted that the several Grammar School trustees of each county should meet and select from amongst themselves three trustees (one to retire annually) for each of the Grammar Schools. It was further provided that three other trustees for each school should be appointed by the County Council. All subsequent appointments were to be made by the same body.

Dr. Ryerson, Chief Superintendent of Education, became responsible for our Secondary Schools about 1853, and from that time he made an effort to improve the Classical or Grammar School, which occupied the field. He could not, however, modify them so as to remove the prejudices of our people against them, and he could not for the time, abolish them, since they met, as they existed, the wants of the more wealthy of our citizens who were wedded to the classics. These citizens appreciated culture; they had the time and the wealth, which made it possible. They were generally members of our Legislature and could readily legislate on education so as to meet their own ends.

Ryerson endeavoured to modify these schools and re-organize them much in the way he had been able to do, and do successfully,

the public schools. He introduced the study of new subjects, and he changed the condition on which the Government grants were divided so as to place the study of Latin on the same basis as that of mathematics. Hitherto, Latin was the only subject that counted in the distribution of the grant. The effect of this change was immediately felt and it had its place in the development of our modern Secondary School. From that day to the present there has gone on a constant struggle between the subjects that might be classed as "Culture" subjects and those that are of practical value.

These changes led gradually to a keener appreciation of the Grammar School it is true, but still among the masses of our people indifference remained. The period from 1853 to 1871 was largely barren of results, commensurate with the expense and the efforts put forth. The majority of our legislators were indifferent too, and few changes were made in the Act other than those necessary to facilitate local control. As a whole, however, they seem to have been lifeless schools.

Professor George Paxton Young, a prominent educationist, was appointed Inspector of these schools in the sixties. He prepared in 1866 what has proven to be, and what may not inappropriately be termed, "The Lord Durham Report on Secondary Education in Upper Canada." The old oracle has said, "All things have two handles; beware of the wrong one." Professor Young had the instinct to seize the right one, and through his efforts a complete revolution in Secondary Schools followed five years later. Since 1871 therefore, we have had a system, perhaps imperfect, yet on the whole creditable.

The Act of 1871 removed many of the defects of the old Grammar Schools and introduced the new names of High School and Collegiate Institute. Shortly after this, seven of the older and larger Grammar Schools were raised to the status of Collegiate Institutes. These were Cobourg, Galt, Hamilton, Kingston, Ottawa, Peterborough, St. Catharines. According to Dr. Ryerson's Report in 1872 the objects and duties of the High Schools were two-fold:

"commencing with pupils who have completed the work for the first four classes in the Public Schools, or that equivalent, the High Schools were intended to complete a good English education by educating pupils not only for commercial, manufacturing and agricultural pursuits, but for fulfilling with efficiency, honor and usefulness, the duties of municipal councillors, legislators, and various public offices in the service of the country; also to teach the languages of Greece and Rome, of Germany and France, the mathematics, etc., so far as to prepare the youth for certain professions, and especially for the Universities, where will be completed the education of men for the learned professions and for Professorships in the Colleges, and Masterships in the Collegiate Institutes and High Schools."

The growth of the High Schools since that date has been marked and under the judicious inspection of the following successors of Professor Young: Mr. Mackenzie, S. Arthur Marling, J. M. Buchan, Dr. McLellan, J. E. Hodgson, and Dr. John Seath, these schools have come to rank among the best institutions of their kind, supplying our professions, colleges and universities with exceptionally well developed and well prepared material. In this work the Ottawa Collegiate Institute has always held a prominent place, and while the chief credit and honor must of right fall to the teaching staff of the school, yet it is but proper to state that the Collegiate Institute Board has rendered good service in equipping the school, in the selection and encouragement of the staff, so as to make such results possible. The Board of Trustees has therefore a share in the honor of the school.

Few, if any, of the High Schools and Collegiate Institutes of Ontario can boast of a more faithful and efficient Board of Trustees than can the Ottawa Collegiate Institute throughout its whole history. It is questionable if there is another Secondary School in the Province that has had as few changes in the personnel of its Board as has this school. Very few changes have been made in the composition of the Board, at any time, and vacancies occur





REV. DR. STRONG,  
First Chairman of the Board.



HON. FRANCIS CLEWOW, (Senator,)  
Sixth Chairman of the Board.



only, as a rule, on the resignation or death of a member, but in almost every case, death is the cause. This is so remarkable, that, now the normal condition of affairs is,—once a Collegiate Institute Trustee, always a Collegiate Institute Trustee.

It will be generally admitted that this system is beneficial to the School and creditable to the City Council. A Trustee, as a rule, is of little use to the Collegiate Institute until he has two or three years experience, and obtains an acquaintance with the Head Master and his staff of teachers, a familiarity with the life of the school, and a knowledge of the objects and needs of secondary education. He is then fitted to undertake the equipment and adjustment of the buildings and apparatus to meet the more practical needs of modern times.

This experience seems to fit our public men to understand better the relations that exist between the School and the State. Years of service on this Board, by more than a few of the Trustees, has equipped many of them for good work. Long service produces continuity in the work of the school and leads to greater permanence among the members of the school staff. It also leads to a greater fixity of policy in the work of a school and enables a Trustee to carry to completion any line of improvement he undertakes. Trustees also get a better estimate of the character of the school, of the difficulties of discipline of a large school, and, indeed an insight into home training and school government in general, by their experience in the management committee, where they act in a judicial capacity to dispose of cases of discipline. Trustees also develop a wider sympathy with education and educational institutions. Of course not all Trustees are equally useful to the school. Not all Trustees are equally endowed with strong individuality, any more than are all teachers. The able Trustee of strong personality, and Ottawa Collegiate has had its fair share of such men, is a strong force behind a good Principal to give character, prestige and efficiency to a school. This is particularly true if such a Trustee be the Chairman of the Board, or of any of the chief committees.



Trustee Boards should always place their strongest man in the chair, as he gives decision and confidence to both the Board and the Principal. Some Trustees have been able to impress their character on the school, influencing the Principal and in turn the staff. The influence on a school of a public-spirited citizen and of an enthusiastic Trustee is not fully appreciated by the public as a whole, not even by all Trustees. In this connection, it might be mentioned that it were well did our Trustees as a body visit our schools on stated occasions; even if on their visits they were simply to pass through the various forms of the Institute, and take an interested glance at every student, it would not be without its reward. Visits of this character give the students and teachers that encouragement they have a right to expect from their governors. Besides, our public men can never find a sphere where they can accomplish so much good as in the schools of this city.

The Collegiate Institute has never been subjected to that stamp of Trustee who is what might be regarded as the pedant, nor has it been its lot to have had the critical, conceited, interfering Trustee, but rather to have had, in most cases, the broad-minded citizen whose point of view was neither carping nor critical. The Trustees as a rule, have been men, who have in a singular way possessed the public confidence of our citizens and have thereby been always in a position to shape the school's policy as they chose. Some of the members have been singularly successful in their estimate of public opinion, and as a consequence for many years it has been the lot of the Board to be free from criticism. Yet good healthy criticism has its value, and in this case the High School Inspectors have been the critics.

The Trustees of the Institute have been drawn from all the various classes that constitute our population. Hence the Board of Education is composed of English Protestants, and French and Irish Roman Catholics. It is therefore thoroughly representative of all interests.

The office of Trustee is not always a pleasant one. There is

and must be somewhere a big responsibility. It is no small task to finance a large institution like the Collegiate Institute, and this is particularly true when, as is the case here, there is continuity in the life of the Board, where the Board remains, year in and year out, of much the same personnel, so that if a Trustee initiate a policy, he, as a rule, has to remain to see it through. The heating, lighting and in general, the maintenance of the school in harmony with changed conditions, is expensive, and demands much time and effort. Public money must be honestly and judiciously expended. In addition there is the great question of all questions, the selection and appointment of teachers. There is no more responsible duty undertaken by any body of public men in Ottawa than the selection of teachers, and happy would that Board be that never made a mistake.

There are, however, Trustees and Trustees. Some of them are very busy men, and can spare little time and thought to put on school affairs. In this respect, Ottawa Collegiate Institute has been no exception to other schools. But it has had many Trustees in whose minds the Institute has occupied a larger space. There are those, and they are the best friends of the school, who carry the school in their minds longer than the duration of a Board meeting, indeed who give a great deal of thought between times in preparing to grapple with the questions that confront the Board at its regular meetings. These Trustees are not time-servers nor are they making their positions a stepping stone to some other office. They are true friends of the Institute and of Education.

The Trustees have always stood for authority. No Principal can ever say his Board did not uphold him, did he fairly and properly present his case. They have also stood for thoroughness and efficiency in teaching, and no thorough and efficient teacher has ever been on the staff that did not have the confidence and support of the Ottawa Collegiate Institute Board. The Institute Boards have been patient and judicious administrators of the public funds.

The Board has never had any definite time or place of meeting,—meeting when and where it was convenient,—but on occasions they met in the City Hall. In recent years they have met in the Council room of the Board of Trade, on the last Monday evening of each month.

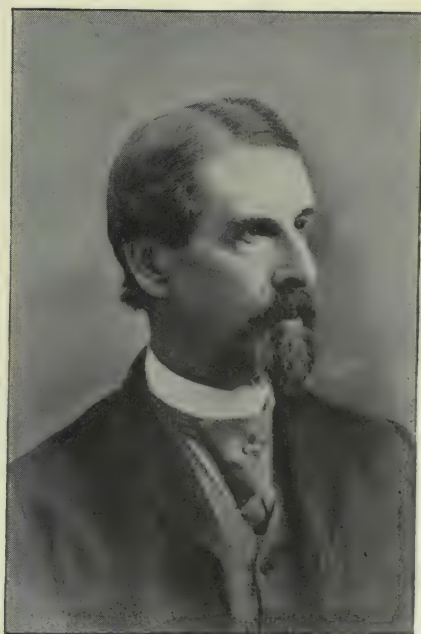
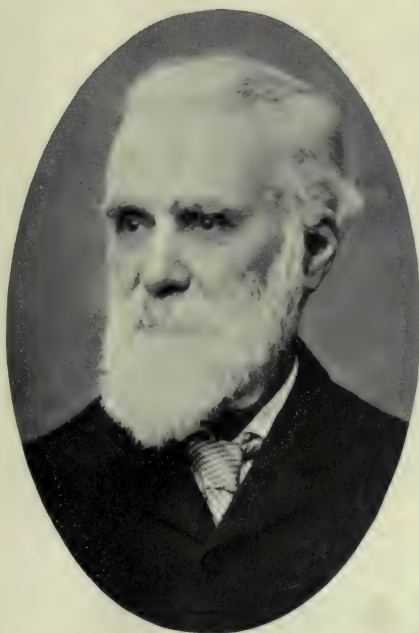
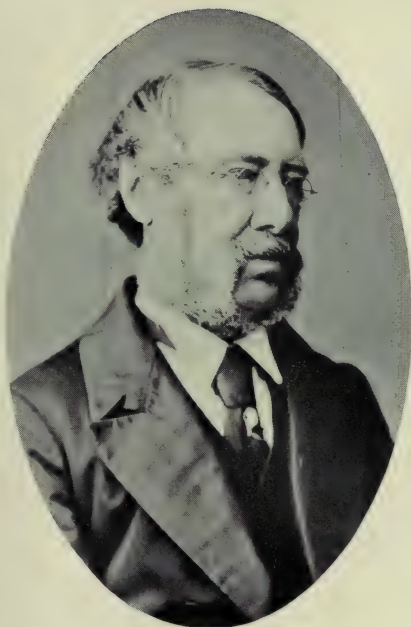
The salaries of teachers throughout the Province are admittedly low, and not worthy of education. Low salaries tend to drive out of teaching very many of the best teachers, and cramp and shatter the ideals of those who remain. In the city of Ottawa it may be claimed for our School Boards that they do not lag behind precedents too long. The Institute Board has, as a rule, paid as good and indeed better salaries than are paid by the Boards of any other city in Ontario, with the exception of Toronto. This is creditable to the Board, and particularly to the Finance Committee.

It is a unique fact in the history of this school that there has been, during the period 1843-1903, but seven Trustees who have held the Chairmanship of the Board, and in the same period the school has had but seven Principals. The names of the Trustees, are given below, as far as it was possible to obtain them, but the list is somewhat incomplete from 1843 to 1864. Thanks are due to the late A. S. Woodburn for much information given by him concerning the earlier Trustees, whom he knew so well. The following sketches are admittedly imperfect and incomplete.

#### CHAIRMEN OF THE BOARD.

*First Chairman*—THE REV. DR. STRONG came to Canada in the "thirties" highly recommended, by persons of distinction in England, to Sir John Colborne, who at that time administered the Government. For a time he was acting chaplain to the forces in Quebec. Subsequently he served as Assistant Minister in St. George's Church, Kingston, and in 1837 was appointed to the important charge at Bytown, which he served for twenty years. Bytown was a military centre and a distributing point for the stream of emigrants that came out at this period, and these





DR. HAMNETT HILL,  
Second Chairman of the Board.

JOHN P. FEATHERSTON, ESQ.,  
Fourth Chairman of the Board.

EDWARD MACGILLIVRAY, ESQ.,  
Third Chairman of the Board.

GEO. HAY, ESQ.,  
Fifth Chairman of the Board.



facts largely increased the duties and responsibilities of Rev. Dr. Strong. He resigned in the year 1857.

Dr. Strong was a popular man with all classes. His public spirit and his great capacity for organization made him a valued citizen, hence we find him a leader in education. He had much to do with the organization of the Dalhousie District for Grammar School purposes. Rev. Dr. Strong was the first Chairman of the School Board, and the first meeting of the Board was held in his study. He did everything possible to aid and encourage Mr. Thomas Wardrope in obtaining a building suitable for school purposes and in equipping and governing the school. The foundations he laid well, as he did all his work, and to-day Christ Church and the Ottawa Collegiate Institute owe him a debt they cannot easily repay. He was a man in every way worthy of respect. He died in 1880.

*Second Chairman*—DR. HAMNETT HILL was born in London, December 15th, 1811. He was educated at Camberwell and studied medicine in London, receiving his license from the Society of Apothecaries, London, in 1833, and was admitted to the Royal College of Surgeons, England, in 1834. For four years he acted as assistant to his uncle Mr. Lawrence, Surgeon Extraordinary to His Majesty William IV.

He came to Canada in 1838 and began the practice of his profession in the Township of March, County of Carleton. In 1843 he moved to Bytown, where he was for nearly sixty years one of the leading physicians, and a prominent citizen.

He served some years in the Council, was President of the St. George's Society, and of the Mechanics' Institute, was for a number of years the Chairman of the Ottawa Grammar School Board, and was for a long time intimately connected with the Collegiate Institute. Dr. Hill was a pillar of strength to the school during the first twenty years of its history.

Dr. Hill took a keen interest in County Carleton Protestant Hospital, the Home for the Aged, and later in the founding of St. Luke's Hospital. He died in the year 1898.

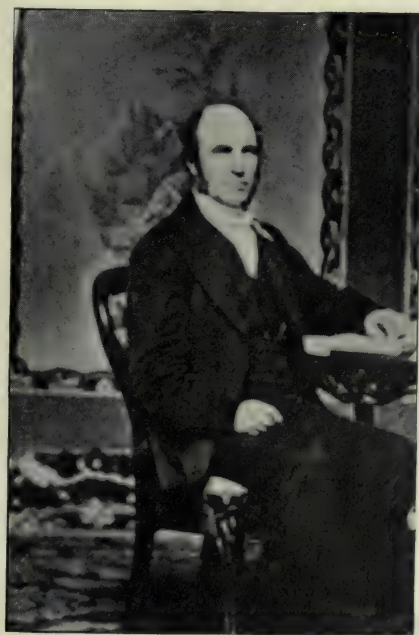
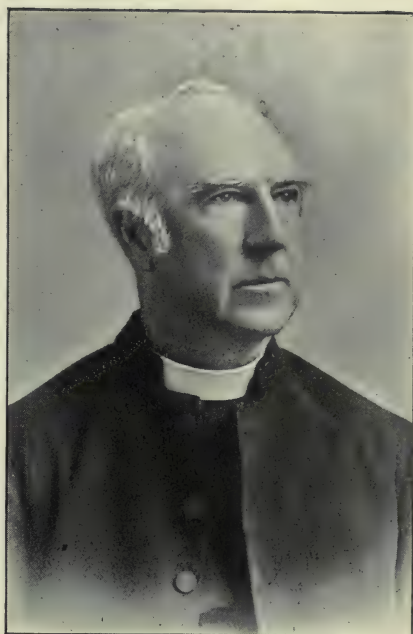
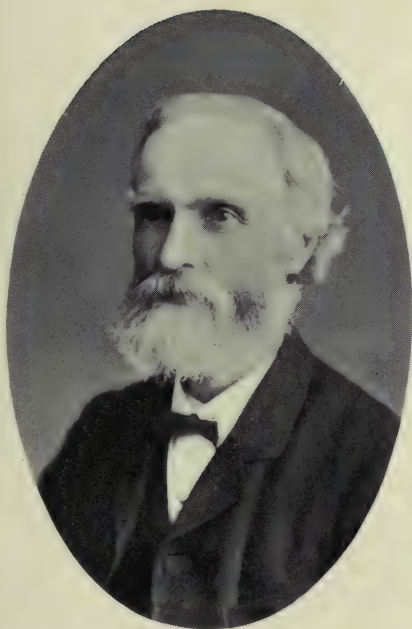


*Third Chairman*—MR. EDWARD MACGILLIVRAY came to Bytown from Glengarry county in the early forties. He was a widely known general merchant for over forty years. Being a man of active habits and good business ability he took a great interest in public affairs. He served in the Trustee Board for fifteen years, seven of which he was Chairman. He was also an alderman for several years, and in 1858 and 1859 he was elected Mayor of the city. Mr. MacGillivray was a warm friend of the St. Andrew's Society.

*Fourth Chairman*—MR. JOHN P. FEATHERSTON was born in 1831, in Durhamshire, England, and was educated at Richmond Grammar School, Yorkshire. In 1857 he came to Ottawa, where he engaged in mercantile pursuits until 1879, when he received his present appointment as Deputy Clerk of the High Court, Clerk of the County Court, and Registrar of the Surrogate Court.

He has been one of the city's most prominent and respected residents for nearly half a century. With the city's progress, in Mercantile, Municipal, Educational and Charitable affairs he has always been actively identified, and has filled many honorable and important offices. Very early Mr Featherston showed his public spirit by becoming Public School Trustee from the years 1862 to 1865. In 1867 he became a member of the City Council and was re-elected from 1869-71. For two years, 1874 and 1875 he was Chief Magistrate and was the first mayor elected by a direct vote of the people, previous mayors being elected by the Council.

Mr. Featherston has been a member of the Protestant Hospital Board for nearly forty years, being for a long time either vice-president or president. In 1871 he became a member of the Ottawa Collegiate Institute Board, holding his seat till 1879—eight years. He was Chairman of the Board for six years, and had the honor of filling that position in 1874 when the corner stone of the new building was laid by the Earl of Dufferin. He had his share of responsibility in those days in choosing a site, and in the construction of the building, and no history would be complete without



DR. JOHN THORBURN,  
Seventh Chairman of the Board.

REV. DR. SPENCE,  
Ex-Trustee.

THE VERY REV. DR. LAUDER,  
Ex-Trustee.

REV. DR. GORDON,  
Ex-Trustee.





mention of Mr. Featherston's name, as he had so much to do with the finances.

*Fifth Chairman*—MR. GEORGE HAY was born in Banffshire, Scotland, 1822, and was educated at the Grammar School there, and at Croy Parish School, Nairnshire. He came to the Ottawa Valley with his parents in 1834, and for a short time engaged in the hardware business but, after a most successful business career, retired. He is a Justice of the Peace, a Lieut.-Col. in the old Militia, and was for some years a member of the City Council. For fifteen years he was a Trustee of the Ottawa Collegiate Institute Board, and had much to do with the erection of the original building in 1874. He was Chairman of the Board for the years 1880 and 1881, and has ever since taken a keen interest in the school. For forty-six years Mr. Hay was a director of the Carleton County Protestant Hospital, and was for twenty years of that period, President of the Board. He was one of the founders of the Bank of Ottawa, and was a director up to 1894, and Vice-President from 1894 to 1902, when he became President of the Bank. He has been for many years President of the Ottawa Bible Society.

Mr. Hay still retains an interest in the Institute and at the Re-union in 1903, was one of the speakers to represent the Trustees.

*Sixth Chairman*—THE HON. SENATOR FRANCIS CLEMOW was a Canadian by birth, having been born at Three Rivers, Quebec, in 1821. His father was Captain John Clemow of the 41st Regiment, British Army, and saw active service in the war of 1812. He received his early education in his native town and completed it at Upper Canada College, Toronto, in 1834.

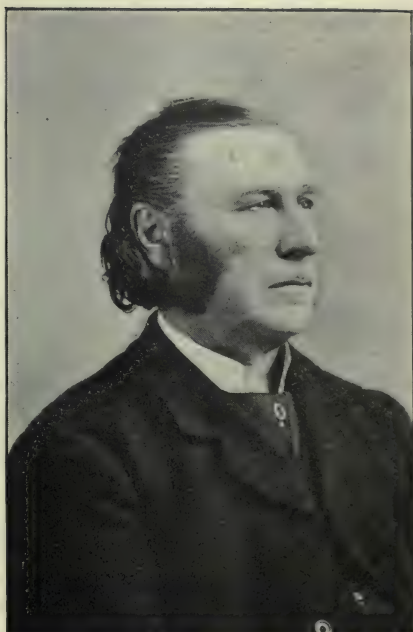
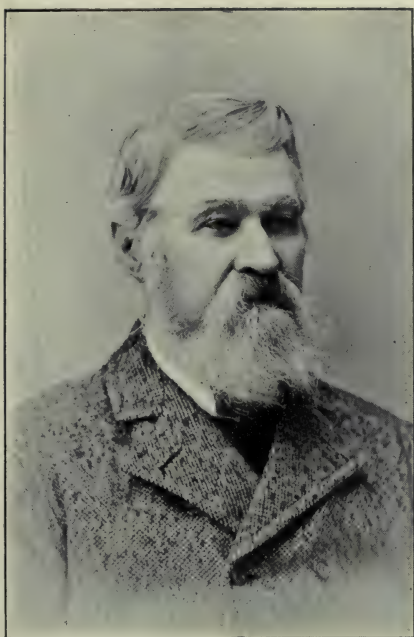
In 1841 he came to Bytown, and made it his home until his death, so that in the history of the early development of Ottawa, Mr. Clemow was necessarily one of the chief actors. He engaged in the forwarding business up to the year 1850. Possessed of great energy and the initiative spirit, Mr. Clemow had much to do with the organization of the Gas Company and the construction of

the Ottawa Waterworks system. In the early sixties he was a member of the City Council. His executive ability made him a great influence in civic circles; and he always enjoyed a large measure of public confidence, irrespective of politics or religion.

Francis Clemow was called to the Senate on February 3rd, 1885, by the Government of Sir John A. Macdonald, to represent the District of Ottawa, which he did with dignity and honor for over seventeen years. He was a man of strong convictions and much decision of character, and was able, both in and out of Parliament, to do public service; fearlessly and candidly, on all occasions, he enunciated his views.

For over thirty-five years Senator Clemow was a Trustee of the Ottawa Collegiate Institute. He was appointed a member of the Trustee Board of the Ottawa Grammar School in 1867, and was from that year until his death in 1902, the nestor of the Board, serving as Trustee until 1882, when he was elected Chairman of the Board. He held that position for nineteen years consecutively—until December 1900, when he declined to take the position for the twentieth year, to the great regret of his colleagues. The Board presented him with an engrossed address on his retirement from the Chairmanship, and he remained a Trustee until his death.

With the purchase of a Grammar School site and the construction of the school in 1874, Senator Clemow had a great deal to do, and in the extension and reorganization of the building for the last thirty years, his advice was generally followed. In the growth and expansion of the Grammar School to a High School and a Collegiate Institute, and in the increased attendance, efficiency, and success of the school, he took a pride. He was a good Trustee, faithful in his attendance at Board Meetings; even in his later years when his parliamentary duties were heavy and he was eighty years of age, he never neglected the Collegiate Institute. As Chairman of the Board he was careful in the expenditure of the public money, and ambitious to see the Institute



WM. PENNOCK, ESQ.,  
Ex-Trustee and late Sec-Treas.  
CECIL BETHUNE, ESQ.,  
Sec-Treas., 1903.

T. H. KIRBY, ESQ.,  
Ex-Trustee.  
JUDGE ARMSTRONG,  
Ex-Trustee.





among the first in the Province. Many intricate cases of discipline came before him as Chairman, and in his relations with teacher and parent he showed firmness and decision, and always upheld law and authority. His faith in authority never wavered, as he firmly believed that it was of more value to a boy to learn to obey, than to study even the humanities.

For over thirty years Senator Clemow was a conspicuous figure at the Annual Closing Exercises, and on Vice-Regal visits, when he usually delivered an address, as Chairman of the Board. His annual addresses were always encouraging to both teachers and students. In the presentation of prizes and medals his interest was keen; in 1898 he felt a great interest in the presentation of medals, won by his grand-daughter, Miss Eilleen Clemow.

The last meeting of the Board that Senator Clemow attended was to decide the important question, whether to build a wing to the present building, or to erect a new school in some other part of the city. Although he had been ill, he drove to the meeting and recorded his last vote in favor of constructing the new wing. He believed that the present site was the best, for the Ottawa Collegiate Institute. In his death the Collegiate Institute Board lost one of its best members and Education lost a friend. His name will never be forgotten in connection with the Institute, as it is inscribed on the Clemow Medal, which was his annual gift to the Fourth Form.

He died in 1902, and his funeral was attended by the Ottawa Collegiate Board and the staff, the school being closed out of respect to his memory.

*Seventh Chairman*—DR. JOHN THORBURN, Chairman 1901, 1902, 1903. He has been a painstaking and useful Trustee.—(See Chap. IV)

REV. DR. SPENCE was a Trustee of the Ottawa Grammar School during part of his pastorate of St. Andrew's Church. He gave some years of good service and retired in December, 1868.

REV. THOS. WARDROPE served as Trustee for many years, retiring in 1870. (See Chapter IV)

MR. D. CAMPBELL was at one time a Trustee of the Grammar School. By profession he was a barrister.

W. H. WALKER was born in Ottawa about seventy years ago and received his education at a private school and the Ottawa Grammar School. For a time he was a Post Office clerk, but later became a lawyer. He served as Trustee during the period 1866-1873; from the school records he appears to have acted for a few years as Secretary. For fifteen years he followed the profession of law with success, and then moved to Buckingham.

DR. BEAUBIEN was a Trustee but for one year; he served on the Waterworks Commission.

CHRISTOPHER ARMSTRONG was a son of Robert Armstrong, Leitrim, Ireland, where he was born in the year 1801. He was educated at a private school, and received a good training in English and classics, in which he took pleasure in his late years. His father on coming to America in 1819, located in the County of Simcoe. In 1829 Christopher began the study of law in the office of the Hon. Robt. Baldwin, and was called to the Bar in 1834. He began his practice in Belleville, but later moved to Kingston, where he and the Hon. J. S. Cartwright, (uncle of Sir Richard) formed a partnership.

In 1842 Mr. Armstrong was appointed Judge of the Bathurst District, and in May 1842, by a division of the District, he became Judge of the District and Surrogate Courts of the New Dalhousie District. He remained Judge until 1874. Judge Armstrong's home was, "Richmond Lodge," Nepean, near Ottawa. He was a public spirited man, and took great interest in charitable institutions. For a number of years in the early sixties, Judge Armstrong held a seat at the Board of Trustees of the Ottawa Grammar School. He died in 1874.

PRINCIPAL GORDON of Queen's University, when pastor of St. Andrew's Church, Ottawa, 1867 to 1882, was closely connected



with the Ottawa Collegiate Institute, serving on the Board of Trustees from the year 1869 to the year 1881. He was Chairman of the Management Committee for a number of years, and always displayed a keen interest in the school. The school had thus all the advantages of his ability and scholarship, and on all public occasions Rev. Dr. Gordon was present to address the school. (Principal Gordon's work is too widely known to require extended notice here.)

JOHN ROCHESTER was appointed a Trustee in 1869 and remained on the Board until 1872. In the early days of Ottawa he was an active man in the business and religious life of the city. For twelve years he represented Carleton County in the House of Commons, and was intimately connected with Sir John Macdonald as one of the "Old Guard." He was an Alderman at one time and later was elected Mayor. His photo shows the gold chain worn by that official many years ago. Mr. Rochester took a great interest in charitable institutions. He was engaged in lumbering at one time and later was a partner of the late Geo. May in the tannery business. He died in 1894.

MR. AMOS ROWE came to Ottawa in 1865. He was elected Alderman in Wellington Ward. From 1874 to 1879 he was a member of the Collegiate Institute Board. He moved to Calgary many years ago where he became Collector of Customs.

THE VERY REV. J. S. LAUDER, Dean of Ottawa, was born in the County of Westmeath, Ireland, in 1832 and was educated at private schools. He came to Canada in 1849 and received from Trinity University, Toronto, B.A. in 1857, M.A. in 1860, and was made an Hon. D.C.L. in 1877. He became Rector of Christ Church, Ottawa, in 1857, Archdeacon of Ottawa in 1874, and Chaplain of the Senate of Canada, November 9, 1883.

Archdeacon Lauder in his earlier days, was a Trustee of the Ottawa Grammar School. He was Chairman of the Management Committee for some years, and served as Trustee during the years from 1857 to 1873. He died in England in 1900. Very Rev.

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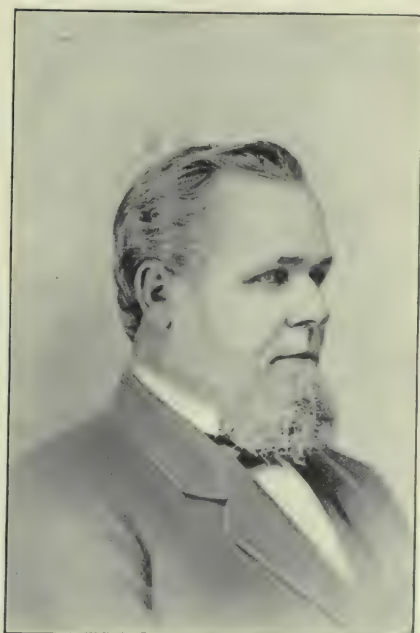
Archdeacon Lauder was much beloved by his people and commanded the respect of all classes of citizens. The building of the Cathedral was the Dean's greatest public achievement.

MR. JAMES CUNNINGHAM was one of the most faithful and painstaking of the Collegiate Institute Board of Trustees.

Mr. Cunningham was born at Belfast, Ireland, in 1825, and after receiving a thorough business training at Belfast and at Glasgow, he came to Canada in 1846. He spent a short time in Montreal before coming to Ottawa. Here, he entered the employment of Messrs. Gilmour & Co., one of the largest lumbering and shipping firms in Canada. For over thirty years he remained with this firm. He was always a busy man, yet took an active part in municipal affairs. He entered the City Council in 1863 as Alderman for Victoria Ward, and was representative of the ward for eight years. He was Chairman of the Finance Committee. He was elected a member of the Waterworks Commission, and under the Chairmanship of the Hon. Senator Clemow gave the city good service. He succeeded to the Chairmanship and directed the Commission until the Waterworks system was completed and taken over by the City Council.

Mr. Cunningham was appointed Trustee in January, 1882, and served the interests of the Institute in a manner that commanded the respect of all interested in the school. He was always alive to the best interests of the staff and the school as a whole, and his pleasing manner and thorough integrity will never be forgotten by those teachers of the school, who had the good fortune to know him. He was always interested in the teachers, and did much towards increasing the salaries and thereby the efficiency of the school. The Collegiate Institute has had few friends who have been missed as much as Mr. Cunningham. He died in 1895. The Board and the Staff of the Institute attended the funeral.

MR. WILLIAM PENNOCK (of U. E. Loyalist stock), was born in Grenville County, Ontario, in the year 1825. He was educated



W. H. WALKER, ESQ.,  
Ex-Trustee.

AMOS ROWE, ESQ.,  
Ex-Trustee.

JOHN ROCHESTER, ESQ., EX-M.P.  
Ex-Trustee.

JAMES WARNOCK, ESQ.,  
Ex-Trustee.





at the common school of his native township, and on leaving school took a position in Brockville, where he remained for several years. In 1859 he came to the City of Ottawa. Two years later, with his brother James, he formed a partnership and began the Fire Insurance business, under the name of Pennock & Pennock.

Mr. Pennock took a practical interest in the hospitals and charitable institutions of the city. In the year 1873 he was appointed by the City Council a member of the Collegiate Board, and was steadily connected with that Institution for about thirty years. He was Trustee from 1873 until December 1881,—over eight years,—and became Secretary-Treasurer in succession to his brother John, in 1882—holding this position until 1902—twenty years. Mr. Pennock had much to do with the erection of the Institute in 1874. He was thoroughly familiar with the school and its progress. He died in 1902.

MR. THOMAS HALDER KIRBY was born in Prescott County in 1835, and came to Ottawa at the age of seventeen. In 1873 Mr. Kirby was appointed City Collector, and in 1876 City Treasurer. From September 1876 until February 1900, Mr. Kirby was the most familiar figure in the City Hall, and always took a keen interest in all that pertained to the city's interests.

For By Ward he was a Public School Trustee for twenty-five years, and gave his best efforts to aid the Inspector and the Teachers in their work. Mr. Kirby had a great deal to do with the erection of new schools. For two or three years before his death he was Trustee for Ottawa Ward.

When the Public Schools' Act was amended, giving Public School Boards the right to appoint a representative on the Collegiate Institute Board, Mr. Kirby was the first to obtain the appointment, in January 1892; he then held a seat on the Ottawa Collegiate Institute Board from 1892 until 1895, when he retired. He had thus given over thirty years of service to the schools of Ottawa. For his long services, he was presented with an engrossed address by his friends, in the year 1902. He died in 1903.

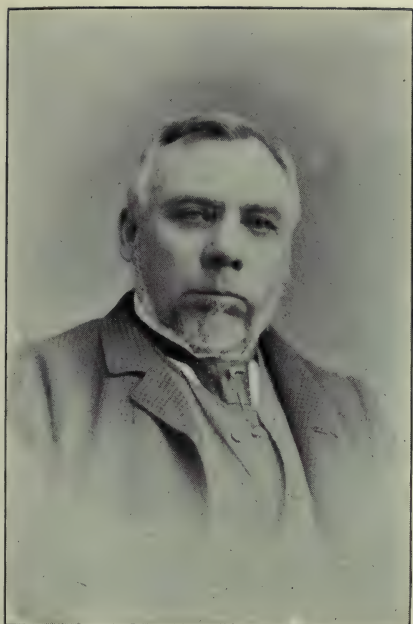
MR. A. J. CHRISTIE, B.A., LL.B., Q.C., was the elder son of Mr. Alexander Christie, Civil Engineer, of Bytown, and grandson of Dr. Alex. J. Christie, and great-grandson of the Very Reverend Dean Alexander Christie (non-juror) of Fyvie, Aberdeenshire, Scotland.

Mr. Christie's father came out to Canada in 1819 and located at Montreal. In 1827 the family moved to Bytown, when Mr. Alexander Christie engaged in engineer work in constructing Rideau Locks, and the first Suspension Bridge at the Chaudiere.

Alex. J. Christie, B.A., LL.B., Q.C., was born in Bytown in 1845, and received his primary education at home under a governess. In 1856 he entered the Ottawa Grammar School under Mr. W. A. Ross. He continued his studies under Mr. O. T. Millar, M. A., and the Rev. H. J. Borthwick, M.A., until 1861, when he graduated with honors from the school as the first student to win the "Brough Medal" in June 1861. During this course in the school he won many prizes every year.

Mr. Christie then matriculated into the University of Toronto and in October 1861 entered on an Arts course, graduating as silver medallist in Classics and a B.A., LL.B., in the year 1865. He at once, as a student-at-law, entered the office of Crooks, Kingsmill & Cattanach, Toronto, where he remained until 1868. In the autumn of that year he opened an office in Ottawa where he practised until his death in 1893. Mr. Christie was an energetic and able lawyer, and his ability was recognized by the Crown in October, 1885, when he became Q.C. His practice constantly increased and his reputation gradually grew greater. Had he lived, his ability must soon have raised him to the Bench, but his sudden and untimely death in February 1893, removed one of the most cultured and scholarly of our citizens.

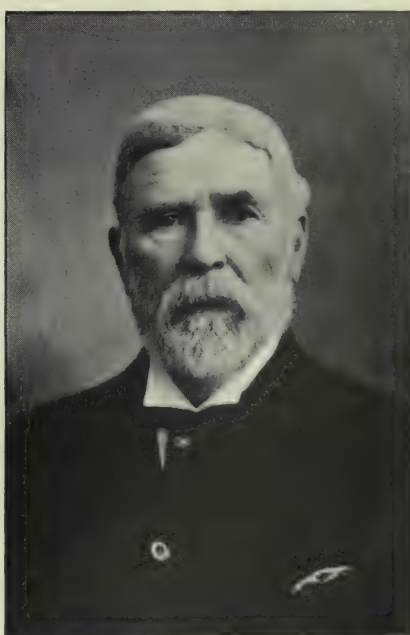
Mr. Christie was eminently a public spirited man. He served in the City Council as alderman of Wellington Ward during the years 1875-76-77, and in January 1882 was appointed to the Trustee Board of the Ottawa Collegiate Institute. He continued



JAMES CUNNINGHAM, ESQ.,  
Ex-Trustee.  
C. T. BATE, ESQ.,  
Ex-Trustee.



HONORÉ ROBILLARD, ESQ., EX-M.P.,  
Trustee, 1903.  
HIRAM ROBINSON, ESQ.,  
Ex-Trustee.







a most useful member of the Board until his lamented death, thus serving his old school for eleven years.

Mr. Christie's fine scholarship and his high appreciation of education and culture made him a valued Trustee. He had an intense interest in education, in literature, art, and especially the classics, in which he excelled. The school got his best care and thought. During his eleven years of service the salaries were gradually increased and the school was improved in every way. He brought to the Board, decision, and the spirit of progress, for Mr. Christie was always aggressive. Few Trustees impressed themselves on the school as quickly and as extensively as Mr. Christie. His interest in the school kept him in close touch with it and his executive power enabled him to finance the institution satisfactorily. He served chiefly on the Finance and Management Committees. To the school he always contributed a medal, which since his death has been continued by his brother John, who also takes a keen interest in the Institute. He died in 1893.

MR. C. T. BATE was born in 1822, in Cornwall, England, and came to Canada in 1833. For a time he attended an academy at St. Catherines, Ontario, and came to Ottawa in 1854. Mr. Bate was always one of Ottawa's leading citizens and had a full share in its early history. He served on the City Council for two years as Alderman of old Wellington Ward. His business ability made him a useful member. Afterwards he became Mayor of the city and filled with credit the chief magistracy for one year.

In 1882 Mr. Bate was appointed a Trustee of the Collegiate Institute Board and until his untimely death in 1889, gave his best attention to advance all its interests. He took a keen interest in education and gave, for a number of years, a medal to the Highest Form. He died in 1889.

HIRAM ROBINSON was born at Hawkesbury, Ont., in 1831. He received his education in Hawkesbury schools, and a higher school in L'Orignal. He early entered the lumbering business, being connected with it since 1847. He was employed in the firm

of Senator Hamilton, in which he became general manager, and remained in this company until 1888. He is now one of the members of the Hawkesbury Lumbering Company. He has also been president of the Upper Ottawa Improvement Company for twenty-five years. Mr. Robinson deserves special mention as Trustee of the Public Schools and the Collegiate Institute. He became a Public School Trustee in 1867, and remained connected with the Board until December 1893, when he became a Trustee of the Institute and served on that Board from 1894 to 1898, giving thus twenty-seven years to the care of the Public Schools and five years to the Collegiate Institute. He was Chairman of the Public School Board for twenty-three years. This is a unique record and he might well be called the father of the Public Schools. When in 1867 he became Public School Trustee for the first time, the city did not own a Public School, having for years simply rented buildings. He and other Trustees decided on a new policy and after considerable opposition succeeded in bringing the majority of the citizens over to their views. The first Public School was built in 1867, (George Street School), the second was Bolton Street School, in 1868, the third was Central West, in 1869. From that day until this the Public Schools have continued to increase in numbers and in conveniences. Mr. Robinson, in addition to his efforts for school buildings advocated at the same time the policy of employing only the best teachers and at good salaries, so that in this line he deserves very much credit.

MR. HONORE ROBILLARD, ex-M.P. was born in the County of Two Mountains, Quebec, in 1835. He received a part of his education at the Ottawa College, taking the classical course. He had a mania for gold mining, and in search of the yellow metal visited the land of the Southern Cross, where he engaged in mining. He travelled in Cape Colony, Australia and New Zealand, returning via England, Scotland and Ireland, to Canada in 1858. He went to British Columbia via Panama, Acapulco (Mexico), and on reaching Cariboo, British Columbia, began operations. For a time he



aided in building the historic Yale-Cariboo wagon road, and then went to Oregon. In December 1864 he made Ottawa his home. In 1870 he became a Lieutenant in Reserve Militia, 1st battalion of Carleton, and became the same year a Justice of the Peace. He has since filled many positions, Deputy Reeve of Gloucester Township, Carleton, and later Reeve. In 1882 he became M.P.P. for Russell County and in 1891 he was elected M.P. for Ottawa City in the House of Commons. Mr. Robillard has been the representative of the French Roman Catholics on the Collegiate Institute Board of Trustees ever since January 1879, making twenty-five years of service to the cause of higher education.

Mr. Robillard has been a steady, reliable Trustee and to-day enjoys fully the confidence of all classes of citizens, and of all his colleagues on the Board. He has been faithful in the discharge of his duties and has served the school most creditably for many years as Chairman of the Building Committee. Under his chairmanship the school has been enlarged and greatly improved. He took a special interest in the construction of the new wing on the east side of the Institute, and the character of the work is creditable to him. He has been a great friend to the school and on the various committees has rendered invaluable services.

MR. G. B. GREENE is the eldest son of the late Mr. R. Y. Greene, of the Township of March, Carleton County, one of the pioneer settlers, who with the Pinheys, Monks, Streets, and Reads, took up land on the Ottawa in the "forties." His mother was a daughter of Captain Monk.

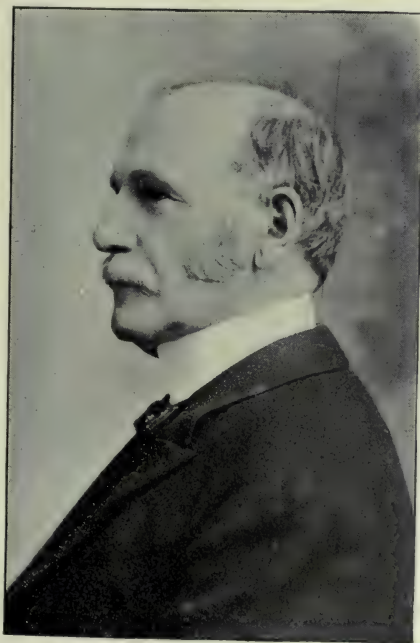
Mr. Godfrey B. Greene was born in 1852, and received his education at home and the Ottawa Grammar School, which he attended from 1863 to 1868. The Greene boys attended the Institute in consecutive order, and Mr. G. B. Greene, believing what was good for the father is good for the son, has sent his four sons to the same school, so that the Greene family has had a representative at the school constantly for about forty years. In May, 1869, he entered the employment of A. H. Baldwin,

lumber merchant, and remained until April, 1873, when he took a position with the Upper Ottawa Improvement Company. In a few years he became secretary-treasurer, and was eventually promoted to the chief position of responsibility in that Company, the managership, which position he now holds. His fine executive ability has had here a fair field to develop and it has had much to do with the success of the Company.

Mr. Greene has always been a public spirited citizen, and has taken an interest in municipal affairs, in the Board of Trade, and education. He served as Alderman of Old Wellington Ward for the years 1885 and 1886 with such distinction, that deputations have frequently waited on him to enter the field again, but he has always declined. Of the Board of Trade he is also one of the members.

In March, 1893, Mr. G. B. Greene succeeded the late Mr. A. J. Christie as a member of the Ottawa Collegiate Institute Board, and has given over ten years of service to the school. Mr. Greene makes a progressive Trustee. His own private business could not possibly have more thought and time, than he has given to the Institute. He is jealous of its name, and its success, and is ambitious to keep it among the best Secondary Schools in Ontario. In his administration of the finances, for he has long been Chairman of the Finance Committee, he enjoys the confidence of his colleagues and of the public. He has always championed the Institute in its rights against any injustice or encroachment, no matter from what quarter it came. He has had a full share in the remodelling and equipping of the school, and the erection of the new wing. He has always been the teacher's friend, and his best efforts have been given towards elevating the status of the teacher, believing that that is the only way to elevate the school. To that end, he has steadily worked for the increase of salaries, but, in return, firmly demands competence and efficiency as the basis of permanency. He is a thoroughly aggressive Trustee.

Mr. Greene is a man of marked individuality, and decision of



A. J. CHRISTIE, ESQ., B.A., LL.B., Q.C.,  
Ex-Trustee.

His Honour JUDGE MACTAVISH, M.A., K.C.,  
Trustee, 1903.

G. B. GREENE, ESQ.,  
Trustee, 1903.

J. I. MACCRACKEN, ESQ., B.A.,  
Trustee, 1903.





character, and foresight. His thorough integrity, his easy mastery of legal questions, his good judgment, combined with high ideals, make him a model Trustee.

(NOTE.—Mr. G. B. Greene was the first Treasurer of the Ex-Pupils' Association organized in 1902.)

MR. DENIS MURPHY, M.P.P., was born in Cork, Ireland, in 1842, and came to Canada with his parents in 1849. At Green's Point, Quebec, he located and attended the Common School until 1856, when he took a position as purser with a steamboat company, on the Ottawa River and Rideau Canal. He was employed on the steamers of Robertson & Jones and Smith & Dickinson, respectively, until the year 1863, and the head office in Montreal, until 1865. For the next year he was engaged as captain, on one of the Montreal and Ottawa Forwarding Company's steamers, and then came to Ottawa, as local manager for this Company, about the year 1867, and remained in that position for the next fourteen years. In 1880, he organized the firm of D. Murphy & Co. The Ottawa Transportation Company was organized in 1892, with Mr. D. Murphy as president and general manager; he still holds these positions. He is also interested in the Bank of Ottawa, of which he is a director; in the Ottawa Gas Co., the C. Ross Co., C. C. Ray & Co., he is a director also. He takes a great interest in the Ottawa Board of Trade, of which he is vice-president. Mr. Murphy, in 1902, was elected to the Ontario Legislature for the City of Ottawa.

Mr. Murphy fully appreciates the value of a sound commercial education; and to further that purpose, has done his utmost to aid the School Boards of Ottawa in their tasks. In this line he has taken a keen interest in the Ottawa Collegiate Institute, and the school is indebted to him for his interest and sympathy. This sympathy has now taken practical form, and the annual "Murphy Medals" are the result. In January, 1896, owing to a change in the Separate Schools' Act, the Separate School Board became entitled to a representative on the Collegiate Institute Board, and

Mr. Murphy was the first to take that seat. He was annually appointed for the next four years. On the death of Mr. James Warnock, in the year 1900, Mr. Murphy was appointed by the City Council and he still retains his position, having given eight years of service to the Board. Mr. Murphy is a liberal-minded Trustee, and is always ready to further the best interests of the school. He is the representative of the Irish Roman Catholics.

MR. JAMES WARNOCK was born in 1824, in Ireland, and came to Ottawa in 1848 and engaged in the bakery business. He was for many years a Trustee of the St. Patrick's Asylum, and a member of the Ottawa Board of Trade. For about twenty-seven years he took an active interest in the Collegiate Institute, being the representative of the Irish Roman Catholics on the Board. He was first appointed in 1873, so that he shared in the responsibility of erecting, enlarging and equipping the school, until his death in 1899. During these years he was a member of the Building and Finance Committees, and for a time Chairman of the Building Committee.

MR. THOMAS BIRKETT, M.P., was born in Ottawa in 1844, and is of English descent. He received his early education in the Ottawa Public Schools and the Ottawa Grammar School about 1856-7. He then entered the hardware business under Mr. Isaac, where he remained until 1866. In that year he began business for himself and is now head of the wholesale hardware firm of Thos. Birkett & Son Co.

Mr. Birkett was a Public School Trustee from 1867 to 1871 inclusive, and in 1873 he was elected Alderman and remained in the Council until 1878. He was Mayor of the city for the year 1891. In 1899, he was appointed a Trustee of the Ottawa Collegiate Institute Board, and has held that position ever since. In 1900, at the general election, November 7th, he was elected a member of the Dominion House of Commons, which position he still holds. Mr. Birkett is a business man of wide interests in the city, and takes a keen interest in education. He has served on the



Finance and Building Committees and the school has always found him a generous friend. He is energetic, and liberal-minded and quick in his appreciation of merit.

MR. JOHN I. MACCRACKEN, B.A., was born in Ottawa in 1854. After receiving his early education at a private school, he took a full course in the Ottawa Grammar School, winning the gold medal, in 1868, for general proficiency. He matriculated into Queen's University, in 1870, and entered on an Arts course, at the remarkably early age of sixteen years, and graduated in 1874. He immediately began the study of law. In 1877, he was admitted to the Law Society as a solicitor. From the Autumn of 1877 until August 1879 he acted as Deputy-clerk of the Crown, Clerk of the County Court and Registrar of the Surrogate Court of the County of Carleton, Ontario. In 1879, he was called to the bar, and began at once the practice of his profession in Ottawa. He is head of the firm MacCracken, Henderson & MacDougall.

Mr. MacCracken has always taken an interest in the city's welfare. He was one of the organizers of the Ottawa Amateur Athletic Association, of which he has been ever since a director. He is an active member of St. Andrew's Society. For many years he has taken a special interest in education; he was a member of the Ottawa Public School Board for sixteen years, from January, 1880, to December, 1895, representing Ottawa Ward all that time, and was Chairman of the Public School Board for the years 1891 and 1892. He then retired, much to the regret of his electors, his colleagues, the teachers and Inspector Glashan, LL.D. Mr. MacCracken was a good Trustee, but the Public School's loss was the Institute's gain. In January, 1896, the Public School Board, whose confidence he still retains, appointed him their solicitor, and also the Public School representative on the Ottawa Collegiate Board,—a position for which he was eminently fitted by his education, his experience and his tastes. He has been appointed to the same position every year since.

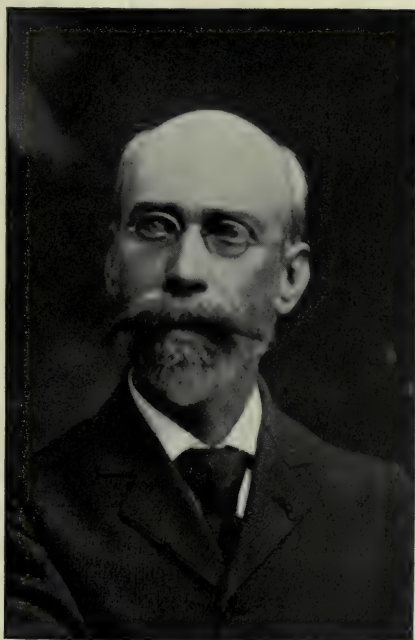
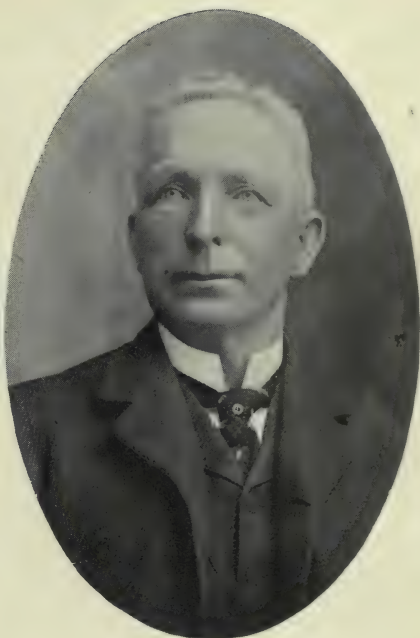
Mr. MacCracken takes a great interest in the Institute and has

a full knowledge of the detailed workings of the school. He has been for some time Chairman of the Management Committee and his special interest has been in connection with the staff, the salaries and the management of the school. He has continuously worked for the employment of the best teachers at good salaries. He has given much time and thought to the interests of the school. His good judgment and sense of justice, command for him at all times the confidence of the public and the staff of the school.

In all, Mr. MacCraken has given to our schools, already, twenty-four years of faithful service, and is to-day peculiarly well fitted to be a useful member of the Institute Board. He is closely in touch with the school and is jealous of its progress and success. Mr. MacCraken is a progressive Trustee.

HIS HONOUR DUNCAN BYRON MAC TAVISH, County Court Judge of the County of Carleton and the City of Ottawa, was born in the County of Carleton, Ontario, in 1850. He was educated at the Public School in Osgoode, at the Ottawa Grammar School and at the Metcalfe Grammar School. He is now a member of the Trustee Board. He attended Queen's University, Kingston, graduating B.A. in 1870, and M.A. in 1873. He studied law under Sir O. Mowat and was called to the Bar in 1877.

He practised his profession in the City of Ottawa for many years. In 1882 he was appointed City Solicitor, and was created a Q.C., in 1890, and in 1896 was President of the Carleton County Law Association. In 1897 his ability was recognized by the Government and he was elevated to the Bench, where his energy, public spirit and judicial capacity have already given proof of a bright career. He was appointed, by the City Council, a member of the Collegiate Institute Board in 1902, as successor of the late Senator Clemow. Since that time he has taken a keen interest in the school, for which, by his educational standing he is well qualified. Judge MacTavish believes that teaching should be made a profession, also that the improvement and elevation of our teachers means better ideals and a higher moral tone in our schools.



THOMAS BIRKETT, ESQ., M.P.,  
Trustee, 1903.  
F. R. E. CAMPEAU, ESQ.,  
Ex-Trustee.

D. MURPHY, ESQ., M.P.P.,  
Trustee, 1903.  
R. J. SIMS, ESQ.,  
Trustee, 1903.





To secure this he advocates the employment of the very best teachers. He believes that better salaries must be paid in order to retain the best teachers. The Judge places a high estimate on education and the teacher's work, and the Collegiate Institute has in him an energetic and progressive Trustee.

(NOTE.—He was the first President of the O.C.I. Ex-Pupils' Association, in the organization of which he took a very active part.)

CHEVALIER F. R. E. CAMPEAU, J.P., was born at Quebec in 1844; and received his education at the College of Levis and Quebec Seminary.

He then took employment in the lumber and hardware business, as accountant and cashier. In 1871 he accepted his present position in the Inland Revenue Department at Ottawa. Since 1871 he has taken a great interest in this city. He was elected a Separate School Commissioner in 1879. He has taken a great interest in many of the societies in connection with his church and his people. In 1883 he was made a Chevalier of the Order of the Holy Sepulchre. In 1886 he became President of the St. Jean Baptiste Society of Ottawa, and President of L'Institut Canadien Francais. In 1893 he was elected Alderman of St. George's Ward and is the only French-Canadian who has ever been elected in that Ward. He is also an author and a member of several literary and scientific societies

During the years 1900, 1901 and 1902 he was the Separate School representative on the Ottawa Collegiate Institute Board, and devoted himself most unselfishly to aid in every way the school. Chevalier Campeau is an advocate of Commercial Education, and believes in rational methods of teaching modern languages, by the system of object lessons first and gradually by grammar. He believes the bi-lingual system of education should be obligatory, inasmuch as English and French are the two official and commercial languages of the country, and a knowledge of both would be mutually conducive to harmony and good-fellowship.

He was a painstaking and liberal minded Trustee and rendered good service.

R. J. SIMS, son of Mr. H. F. Sims, ex-chairman of the Ottawa Separate School Board, was born in Ottawa and received his early education in the Public and Separate Schools and Ottawa University. He then entered law. Mr. Sims has devoted some time to the public service, and was appointed a member of the Public Library Committee in January 1903, and was also elected by the Separate School Board, as their representative to a seat on the Board of the Institute. He takes a keen interest in education and the schools of the city.

R. S.

#### TRUSTEES OF OTTAWA COLLEGIATE INSTITUTE

1843-1903.

1843 Board—Rev. Dr. Strong, *First Chairman*—Father Phelan (afterwards a Bishop), Rev. Mr. Cruikshanks, Mr. Jos. Coombs, and Mr. G. B. Lyon-Fellowes.

1864—Dr. Hill, *Chairman*—Rev. Thos. Wardrope, Rev. J. S. Lauder, Rev. Alex. Spence, Edward McGillivray and D. M. Grant, *Secretary*.

1866—Edward McGillivray, *Chairman*—Rev. Dr. Spence, Rev. Thos. Wardrope, Rev. J. S. Lauder, Judge Armstrong, Geo. Hay, D. Campbell and W. H. Walker.

1867—E. McGillivray, *Chairman*—Rev. Dr. Spence, Rev. Thos. Wardrope, Rev. J. S. Lauder, Judge Armstrong, Geo. Hay, W. H. Walker, F. Clemow.

1868—E. McGillivray, *Chairman*—Judge Armstrong, Rev. Dr. Spence, Rev. J. S. Lauder, Rev. Thomas Wardrope, Geo. Hay, Francis Clemow, and W. H. Walker, *Secretary*.

1869—E. McGillivray, *Chairman*—F. Clemow, J. Rochester, Jr., Rev. Thos. Wardrope, Rev. D. M. Gordon, Rev. J. S. Lauder, Geo. Hay, *Treasurer*, and W. H. Walker, *Secretary*.

1870—E. McGillivray, *Chairman*—F. Clemow, John Rochester, Jr., Rev. T. Wardrope, Rev. D. M. Gordon, Rev. J. S. Lauder, Geo. Hay and W. H. Walker.

1871—E. McGillivray, *Chairman*—F. Clemow, John Rochester, Jr., Geo. Hay, Rev. J. S. Lauder, Rev. D. M. Gordon, J. P. Featherston, W. H. Walker.

1872—E. McGillivray, *Chairman*—W. H. Walker, Geo. Hay, Rev. J. S. Lauder, Rev. D. M. Gordon, J. P. Featherston, John Rochester, Jr., F. Clemow.



1873—J. P. Featherston, *Chairman*—W. H. Walker, E. McGillivray, Rev. J. S. Lauder, Rev. D. M. Gordon, Francis Clemow, James Warnock, Geo. Hay, *Treasurer*.

1874—J. P. Featherston, *Chairman*—E. McGillivray, Geo. Hay, Wm. Pennock, A. Rowe, James Warnock, Rev. D. M. Gordon, F. Clemow.

1875—E. McGillivray, *Chairman*—J. P. Featherston, G. Hay, Wm. Pennock, A. Rowe, James Warnock, Rev. D. M. Gordon, F. Clemow.

1876—J. P. Featherston, *Chairman*—Geo. Hay, E. McGillivray, Wm. Pennock, James Warnock, Francis Clemow, A. Rowe, Dr. J. T. C. Beaubien.

1877—J. P. Featherston, *Chairman*—Geo. Hay, E. McGillivray, Wm. Pennock, James Warnock, Francis Clemow, A. Rowe.

1878—J. P. Featherston, *Chairman*—Geo. Hay, E. McGillivray, Wm. Pennock, James Warnock, Francis Clemow, A. Rowe, Rev. D. M. Gordon.

1879—J. P. Featherston, *Chairman*—Rev. D. M. Gordon, Wm. Pennock, Jas. Warnock, F. Clemow, Geo. Hay, Amos Rowe, H. Robillard.

1880—Geo. Hay, *Chairman*—Francis Clemow, Rev. D. M. Gordon, Honoré Robillard, Jas. Warnock, Wm. Pennock.

1881—Geo. Hay, *Chairman*—Honoré Robillard, Jas. Warnock, Wm. Pennock, Francis Clemow, Rev. D. M. Gordon.

1882—Francis Clemow, *Chairman*—Honoré Robillard, A. J. Christie, B.A., James Cunningham, Jas. Warnock, C. T. Bate.

1883—Francis Clemow, *Chairman*—Honoré Robillard, A. J. Christie, B.A., James Cunningham, Jas. Warnock, C. T. Bate.

1884—Francis Clemow, *Chairman*—C. T. Bate, Jas. Warnock, A. J. Christie, B.A., Jas. Cunningham, Honoré Robillard.

1885—Francis Clemow, *Chairman*—A. J. Christie, B.A., H. Robillard, C. T. Bate, Jas. Cunningham, Jas. Warnock.

1886—Francis Clemow, *Chairman*—Jas. Cunningham, Jas. Warnock, A. J. Christie, B.A., H. Robillard, C. T. Bate.

1887—Francis Clemow, *Chairman*—C. T. Bate, James Cunningham, James Warnock, A. J. Christie, B.A., Honoré Robillard.

1888—Francis Clemow, *Chairman*—A. J. Christie, B.A., H. Robillard, C. T. Bate, Jas. Cunningham, Jas. Warnock.

1889—Francis Clemow, *Chairman*—Jas. Cunningham, Jas. Warnock, A. J. Christie, B.A., H. Robillard, C. T. Bate.

1890—Francis Clemow, *Chairman*—J. Thorburn, M.A., A. J. Christie, B.A., H. Robillard, Jas. Cunningham, Jas. Warnock.

1891—Francis Clemow, *Chairman*—A. J. Christie, B.A., J. Thorburn, M.A., Jas. Cunningham, H. Robillard, Jas. Warnock.

1892—Francis Clemow, *Chairman*—A. J. Christie, B.A., H. Robillard, J. Thorburn, M.A., Jas. Cunningham, J. Warnock, T. H. Kirby.

1893—Francis Clemow, *Chairman*—Jas. Cunningham, Jas. Warnock, A. J. Christie, B.A., H. Robillard, G. B. Greene, J. Thorburn, M.A., T. H. Kirby.

1894—Francis Clemow, *Chairman*—H. Robillard, G. B. Greene, Dr. Thorburn, J. Warnock, H. Robinson, T. H. Kirby, J. Cunningham.

1895—Francis Clemow, *Chairman*—H. Robillard, G. B. Greene, Dr. Thorburn, J. Warnock, H. Robinson, T. H. Kirby.

1896—Francis Clemow, *Chairman*—Jas. Warnock, Hiram Robinson, H. Robillard, G. B. Greene, Dr. Thorburn, D. Murphy, J. I. MacCraken, B.A.

1897—Francis Clemow, *Chairman*—Dr. Thorburn, Jas. Warnock, H. Robinson, H. Robillard, G. B. Greene, J. I. MacCraken, B.A., D. Murphy.

1898—Francis Clemow, *Chairman*—H. Robillard, G. B. Greene, Dr. Thorburn, Jas. Warnock, H. Robinson, J. I. MacCraken, B.A., D. Murphy.

1899—Francis Clemow, *Chairman*—Jas. Warnock, Thos. Birkett, H. Robillard, G. B. Greene, J. I. MacCraken, B.A., D. Murphy, Dr. Thorburn.

1900—Francis Clemow, *Chairman*—Dr. Thorburn, Thos. Birkett, Denis Murphy, H. Robillard, G. B. Greene, F. R. E. Campeau, J. I. MacCraken, B.A.

1901—Dr. Thorburn, *Chairman*—G. B. Greene, H. Robillard, F. Clemow, Thos. Birkett, D. Murphy, J. I. MacCraken, B.A., F. R. E. Campeau.

1902—Dr. Thorburn, *Chairman*—Thos. Birkett, Denis Murphy, G. B. Greene, H. Robillard, F. Clemow, J. I. MacCraken, B.A., F. R. E. Campeau, Judge MacTavish, M.A.

1903—Dr. Thorburn, *Chairman*—Thos. Birkett, Denis Murphy, G. B. Greene, H. Robillard, J. I. MacCraken, B.A., Judge MacTavish, M.A., R. J. Sims.

*Secretary-Treasurers :*

W. H. Walker,

D. M. Grant, -1871.

John Pennock, 1871-1881.

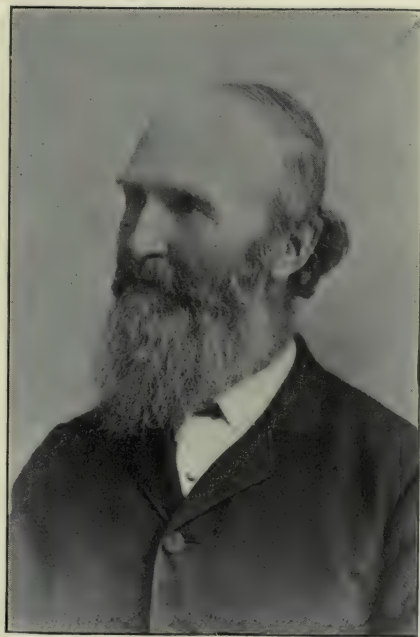
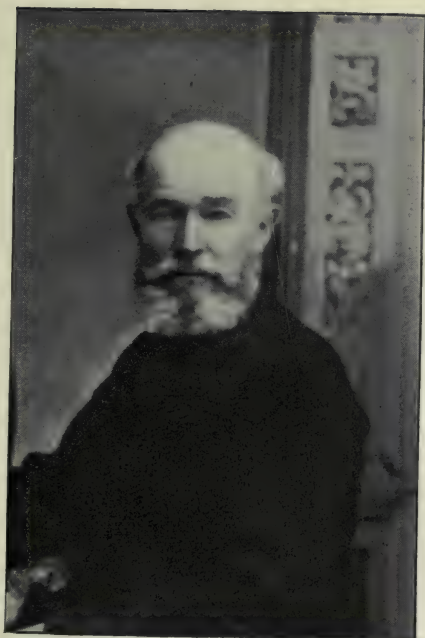
Wm. Pennock, 1881-1902.

Cecil Bethune, 1902-1903.

James Mather,

*Architect*, from 1874-1903.

CECIL BETHUNE.



D. M. GRANT, ESQ.,  
Ex-Sec-Treas.  
JAS. MATHER, ESQ.,  
Architect, 1874-1903.

JOHN PENNOCK, ESQ.,  
Ex-Sec-Treas.  
R. W. NOLAN,  
Caretaker, 1885-1903.





## CHAPTER IV.

### THE HEAD-MASTERS.

The Ottawa Collegiate Institute in its sixty year's life has had seven Head-Masters—five of whom are still living, at the writing of this article (three of whom have retired from active work), and two of whom are yet in active work. It is true they might appropriately be termed old men, venerable old men, having in the majority of cases served their day and generation to the full. A unique fact, well exemplified in the lives of five of them, is their longevity, which would go to prove that teaching is not an unhealthy profession. It may be said, that but three of them remained in the work very long; however, while admitting this fact, it is to be noted that of these three, one of them has been engaged in teaching over twenty years, and the present principal, forty-five years by June 30th, 1904. These records are remarkable, and the health of these men is even more so.

It cannot be true that these men started life with a preconceived purpose to preserve their health that they might reach the three score years and ten of the psalmist; such would not be an unworthy object. They have been busy men of the day, and have shared loyalty in all the responsibilities of citizenship over and above those of the profession to which duty has called them. They have been ambitious and steady men, of a high and fixed purpose, and have developed an evenness of life and of habit—a regularity that is a great factor in long life and a healthy and vigorous old age.

They have been, too, as necessity called for it, hard students, and ambitious to attain a high place in their several spheres, and have aimed high in life. In their chosen professions they have in many cases risen to the highest positions possible to attain, and filled those positions honorably and creditably.

The Principalship of a large Collegiate Institute is not a sine-cure. The youth of our city are more difficult to control and guide,

from the ages of thirteen to twenty-one years of age, than they are at any other period of their lives. Parents, on all hands, admit this—some openly, some with shame, and others with pride. The home authority is harder to maintain; the ambitions and buoyant hopes of our boys and girls are beyond immediate realization; they must be directed and controlled wisely, and to the Head-Master falls more than his fair share of this responsibility.

The duties of a Head-Master are very responsible, and many-sided. He has the discipline and organization of the whole school, the drawing up and adjusting of time-tables, the determining of the work of his several masters, and the meeting of the varied wants of students and parents. He is, in a sense a general manager and needs great executive power, in order to satisfy on the one hand the demands of the Education Department, and on the other the public. There is not only the student, but often the parents to deal with, and even at times to discipline. There is too, his relation to the many members of his staff and to each department. The law stands always as a Shylock demanding its pound of flesh, the Board pressing for care and efficiency, and an interested public ready at all times to give advice. There is worry in discipline, in time-tables, in problems of the school-task, in the failure of the students to reach the ideal. School-life is full of worry, and the Head-Master has the biggest share.

NOTE.—The wearing of the gown by the Principals of Ottawa Collegiate Institute is unique, as in no other Institute is it done. It was introduced by Dr. Thorburn in 1862 and has now become traditional. There is no ruling of the Board on the matter.

#### HEAD-MASTERS, 1843-1903.

The first Head-Master of the Dalhousie District Grammar School was Mr. Thomas Wardrope, now the highly respected Rev. Dr. Wardrope, an ex-Moderator of the General Assembly of the Presbyterian Church of Canada.

Dr. Wardrope was born in Berwickshire, Scotland, in May, 1819. His father was also a clergyman. Dr. Wardrope received his early education in the schools of Scotland, and began his





First Principal—REV. THOS. WARDROPE, D.D.

[Photo about 1870.]



studies for the ministry at Edinburgh. He came to Canada in 1834, and eight years later, we find him enrolled as an undergraduate of Queen's College, Kingston, where he remained until May, 1843, when he was appointed Head-Master of the old Grammar School, now the Ottawa Collegiate Institute. Here he remained until 1845, when he resigned, and, on being ordained into the Presbyterian Ministry, was inducted as first pastor of Knox Church, Ottawa. To this church he gave twenty-four years of faithful service, the memory of which is still cherished by many of the older members. He then removed to Chalmers Church, Guelph, and in 1892, owing to advanced age, he resigned from the ministry and was placed on the superannuated list of ministers of his church.

During Dr. Wardrope's long and successful career, he has filled, with great distinction, every office in the gift of his church, being elected moderator in 1891. In 1895 the fiftieth anniversary of his ordination was celebrated at Guelph, and in 1903 he attended the sixtieth anniversary, or the Diamond Jubilee of the founding of the Ottawa Collegiate Institute, of which he had the honor of being first Principal. This also was the sixtieth anniversary of his first public appointment. For some time he was the only teacher of the old Grammar School. He taught all the branches common to the Grammar Schools of that time, and was, later, assisted in his work by his brother George.

With his entry into the ministry his interest in the school did not cease, for we find, that for eight years (1864-71) he was a member of the Trustee Board, and was a regular visitor of the school, always taking an active part in the Annual Closing Exercises and in the presentation of prizes; and even continuing to attend occasionally, down to the year 1903. Dr. Wardrope is a man who seems never to grow old. His sympathies, his mental powers, and his spirit have still the activity of a man, always developing. At eighty-four he is yet in the enjoyment of extraordinary health and vigor, and his mind is as fresh and his memory



as retentive as if he were in his "teens." He can relate reminiscences of sixty years ago with a keenness of pleasure and a vividness of expression as if they occurred but yesterday. He is to-day in the enjoyment of a happy and mellow old age, and his life is radiant with that "sweetness and light" and manliness of character which always make an old man an inspiration to the youth, a comfort to the people, and a living example of what a well-spent life means. Dr. Wardrope has influenced for good many young men with whom he became associated in his work.

On the organization of the Ottawa Collegiate Institute Ex-Pupils' Association in December, 1902, Rev. Dr. Wardrope was elected the first Honorary-President.

The second Head-Master of the Ottawa Grammar School was the Rev. John Robb, M.A., who had been previously a clergyman in Scotland. He was Principal of the school from 1845 to 1850.

Few of his students are known, and these speak of him as a man of stern ways and a good disciplinarian. Mr. E. H. Playter, and Mr. A. S. Woodburn describe him as a well proportioned man, six feet in stature and of ruddy complexion. He always dressed in the clerical garb. He was a regular attendant of St. Andrew's Church, and was Chaplain to the St. Andrew's Society for some time. While in Ottawa he always boarded at the British Hotel which stood where the Geological Museum is now. Mr. E. H. Playter says—"Mr. Robb got angry quite often in school, and when in a passion would walk up and down the floor quite fast, holding one hand to his mouth, as if biting his nails. He would occasionally scold us.

"In a cupboard, he kept the bell, the cane, and the linen duster which he always wore during school hours. One incident occurred on St. Patrick's Day which I shall give. We wanted a half-holiday to see the procession, and petitioned Mr. Robb for it, but our request was not granted. At noon the door was locked, but one window was not fastened down, so the bigger boys got some pepper and pushed two small boys in through the window to put it

on the stove. This being done, when Mr. Robb returned we were all so anxious to get into school that we almost pushed him in before us. Of course the coughing began, and two boys were detailed to clean off the stove. Mr. Robb did not dismiss the school, however, until four o'clock, and during the afternoon, several small boys were flogged, over the matter.

"Mr. Robb had a less severe method of punishment, which was to memorize a number of lines of English History to be recited the next day. With his thumb-nail he marked off the starting point, but the next day did not always remember to whom he gave the task and was frequently deceived. However he was an excellent teacher and scholar. He was very strict, and did not spoil us by sparing the rod, as we often bore definite marks home.

"He enjoyed the company of the boys, and took great pleasure playing shinny, but would not always keep on his own side. As a consequence of his careless playing he frequently got badly hurt. The last I remember of him at school was hearing Charles McKay a Latin lesson. For some reason Mr. Robb struck McKay, who at once kicked back, and quite a struggle followed. It eventually ended by a Trustee meeting being held over the matter, the next day, and as a result our teacher retired from the school shortly after. Things were done quickly in those days.

"Mr. Robb was assisted by Mr. Cattenach and two priests, Père Mignault, and Frère Collins who gave us lessons in French."

(It is impossible to find out any more concerning Mr. Robb, and this is to be regretted in a volume of this kind.)

The third Head-Master of the District Grammar School was Mr. William Aird Ross, now better known as Judge Ross. He was born at Ardross, Ross-Shire, Scotland, in the year 1815, and received his earlier education in the school of his native parish.

On coming to Canada, he became a school-teacher and was Head-Master of the Williamstown Grammar School for a time, after which he took charge of the L'Original Grammar School, until his appointment to the Head-Mastership of the Dalhousie

District Grammar School in 1850. Here he remained until 1856 when he resigned, to enter on the study of law. During his term of office as teacher, he was an arduous student, and, as a result, he graduated B.A. from Queen's University in 1855.

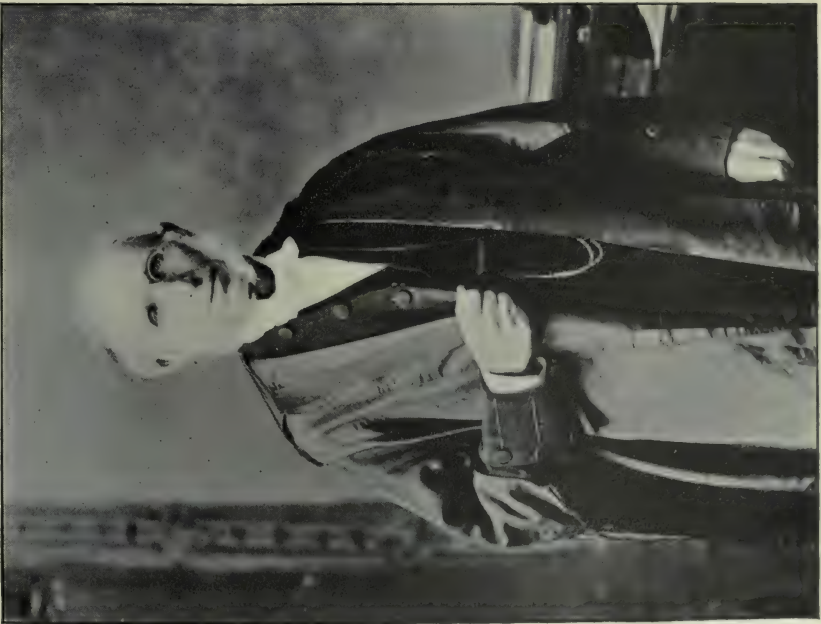
In his chosen profession of law he was very successful, being called to the bar of Upper Canada in 1859 and to the bar of Quebec in 1868. In the City of Ottawa he was at one time a partner with the present Secretary of State for Canada, the Hon. R. W. Scott, K.C. Mr. Ross was always a student, and his indomitable courage placed him among the ablest men in his profession. On September 22nd, 1874, he was appointed Judge of the County Court of Carleton and of the City of Ottawa. For twenty-three years Judge Ross filled efficiently this position, and in December, 1897, he laid down the ermine and retired into private life.

During his Principalship of the Grammar School the attendance increased, and while Mr. Ross was no doubt handicapped by poor accommodation, yet his teaching was sound, although as a teacher he was austere. He was a stern disciplinarian and always kept control of his school, impressing deeply on the students of his day his strong and decided character. Mr. Ross is a man of wide reading and studious habits. His strong constitution has already carried him through nearly ninety years of hard work.

The fourth Head-Master of the Ottawa Grammar School was Mr. O. Timothy Millar, M.A., who held the position from 1856 to 1858. Mr. Millar was a native of Ireland. He was of a ruddy complexion, with somewhat thin red hair, and of medium height. He was a scholarly man and a graduate of Trinity College, Dublin. During his regime and a part of that of his predecessor, Grammar Schools were placed under the direct control of the Education Department. (NOTE—No data.)

The fifth Head-Master of the Ottawa Grammar School was the Rev. H. J. Borthwick, M.A. Mr. Hugh Jamieson Borthwick was born July 26th, 1824, at Glencorse parish school-house, Midlothian, Scotland, where, for some years his father was en-





W. A. Ross, B.A., Ex-Judge,  
Third Principal.



REV. H. J. BORTHWICK, M.A.,  
Fifth Principal.



gaged as teacher in the parish school. Those old Scotch parish schools had each a teacher's residence. He obtained his early education at his father's school, until he was nine years of age; after that time he attended Cauvin's Institution, near Edinburgh.

He was trained in the Presbyterian faith of the Church of Scotland. He then attended Edinburgh University for some years where he took an extensive course in Latin, Greek, Moral Philosophy (under Prof. Wilson), Mathematics, and Hebrew. After coming to Canada in 1845 he took a Theological course in Queen's University, Kingston, Ontario, studying under Principal Cook and Professor Mowat.

In Scotland he held a position as tutor. He was for a time assistant to his father and to Mr. John Kay, of Leith; he was also assistant in St. Bernard's Sessional School and Private Academy in Glasgow. In Canada he was Master of English and French in a school at Longueuil, Montreal; then private tutor in the family of D. Thompson, M.P., of Haldimand, Ontario. In 1848 he became assistant to the Rev. J. Gamble Geddes in Hamilton. He was the first Principal of the Newmarket Grammar School, where he remained from 1850 to 1854. He then became Head-Master of Queen's College Preparatory School, Kingston. From there he took charge of Frontenac Academy, and then, on receiving the following letter came to Ottawa.

"Moved by Dr. Hill—That the Rev. H. J. Borthwick, Principal of the Frontenac Academy, be appointed Principal of the Senior Grammar School of the County of Carleton at a salary of one thousand dollars per annum, it being understood that the duties of the school shall be resumed on or before the first September.

D. M. GRANT,

*Secretary, (C. C. G. School).*

(1st August, 1859.)

J. S. LAUDER,

*Chairman, (Man. Com.)."*

He remained here until mid-summer 1862. For a time he conducted a private school in Ottawa, and was, later, Public



School Inspector of this city. In 1876 he moved to Southern Manitoba, where he became the pioneer missionary and teacher, and Inspector of Public Schools. In his eightieth year he is still doing active work in his church. He holds an M.A. degree from Victoria University and is registered as the holder of a First-class Provincial certificate in Manitoba.

From these facts it will be seen that the Rev. Mr. Borthwick is a man of wide experience. From his old students and others it is common to hear of his success as a teacher while in Ottawa Grammar School. There can be nothing more creditable to a teacher in after years, than to hear his old students speak well of him. In those days, when the school was much smaller than now, there existed a very kindly feeling of confidence between Mr. Borthwick and his brightest pupils, as is proven by the letters held by the Rev. Mr. Borthwick from Mr. H. P. Hill and Mr. A. J. Christie, written when they went to the University of Toronto, to enter upon their college courses. It was during Mr. Borthwick's regime that the "Brough Gold Medals" were introduced. The "Brough Medal" was won, June 1861, by Alex. Christie, and there was a Silver Medal won by Rufus S. Hudson, under Mr. Borthwick. In December, 1861, the "Brough Medal" was won by Sherwood Cox, and in 1862 by H. P. Hill, who afterwards read an address to Principal Borthwick, and presented him, on behalf of the school, with a beautiful dressing-case. Mr. George Kennedy was also the recipient of a gold pencil-case, and an address, read by H. P. Hill, as he was leaving the school to engage in the study of law. Mr. Kennedy had, for some years, been a most successful Assistant Master in the Grammar School.

It is worthy of notice that during Principal Borthwick's regime, Mr. George Kennedy, M.A., was appointed to take charge of the Meteorological Observatory, in connection with the school. The school retained this work until about 1890, when the Dominion Government transferred it to the Marine Department and placed the instruments at the Experimental Farm. Mr. Borthwick retired from the school in 1863.

The sixth Head-Master of the Grammar School was Dr. John Thorburn, who was born at Quothquan, Lanarkshire, Scotland, October 10th, 1830, and received his early education at Quothquan, West Libberton, and at Edinburgh University. After leaving the University, he taught in the Grammar School, Musselburgh, and in the Western Institute, Edinburgh. Here, his health failed and he came to Canada in 1856, to recuperate, but eventually, made it his home. For a short time, he taught school in Yarmouth, N.S., and then removed to St. Francis College, Richmond, Lower Canada, where he was appointed Principal and Professor of Classics. He, however, did not long remain there but resigned to take the Head-mastership of the Ottawa Grammar School (now the Collegiate Institute) in September 1862. Since that time Dr. Thorburn has been continuously connected with the Institute in the capacity of Teacher and Trustee—forty-four years.

During the years from 1862 until December 1881, Dr. Thorburn, held the Principalship of the school and owing to its development and progress, concurrent with that of our School System, the school rose in status, from a Grammar School to a High School, and to a Collegiate Institute, being in 1871 easily among the first seven to attain that honor. Under Dr. Thorburn's regime the school made great and steady progress. The staff steadily increased from a two-master school to a five-master school, keeping pace with the increased attendance. Dr. Thorburn's regime was marked by thoroughness, efficiency and sound scholarship. In classics and in mathematics his students always stood high, and particularly in geometry did his thoroughness make itself felt. His school had considerable distinction in the winning of honors and scholarships, and it was under his regime that two of the five scholarships offered for competition in Canada were won by Hunton and Jarvis of the Ottawa Collegiate Institute. This was undoubtedly a great honor and placed the Collegiate Institute in the forefront of Canadian Secondary Schools.

Dr. Thorburn was always a patient, painstaking, and con-

scientious teacher, who won in a marked degree the confidence and esteem of his classes.

He received the Honorary degree of M.A. from McGill University in 1861, and that of LL.D. from Queen's University in 1880.

In the autumn of 1881 he resigned the Principalship. At a meeting of the Collegiate Institute Board, the following resolution was moved by Rev. D. M. Gordon, seconded by Mr. Wm. Pennock, and carried :—

“That the Board in receiving the resignation of Principal Thorburn, place on record their appreciation of his faithful and assiduous services, during the term of nearly twenty years. Careful in the discharge of his duty, always anxious to promote the interest of the school, Dr. Thorburn has had the satisfaction of seeing many of his pupils take prominent positions, not only in the Universities of Canada, but also in those of the mother country, as well as in various callings and professions. The Board would convey to Dr. Thorburn, the assurance of their respect and esteem and their sincere hope, that when relieved from the cares of class-work, he may enjoy more vigorous health and may long continue to hold his present position among the literary and scientific men of the community.

JOHN PENNOCK,

*Secretary.*

GEO. HAY,

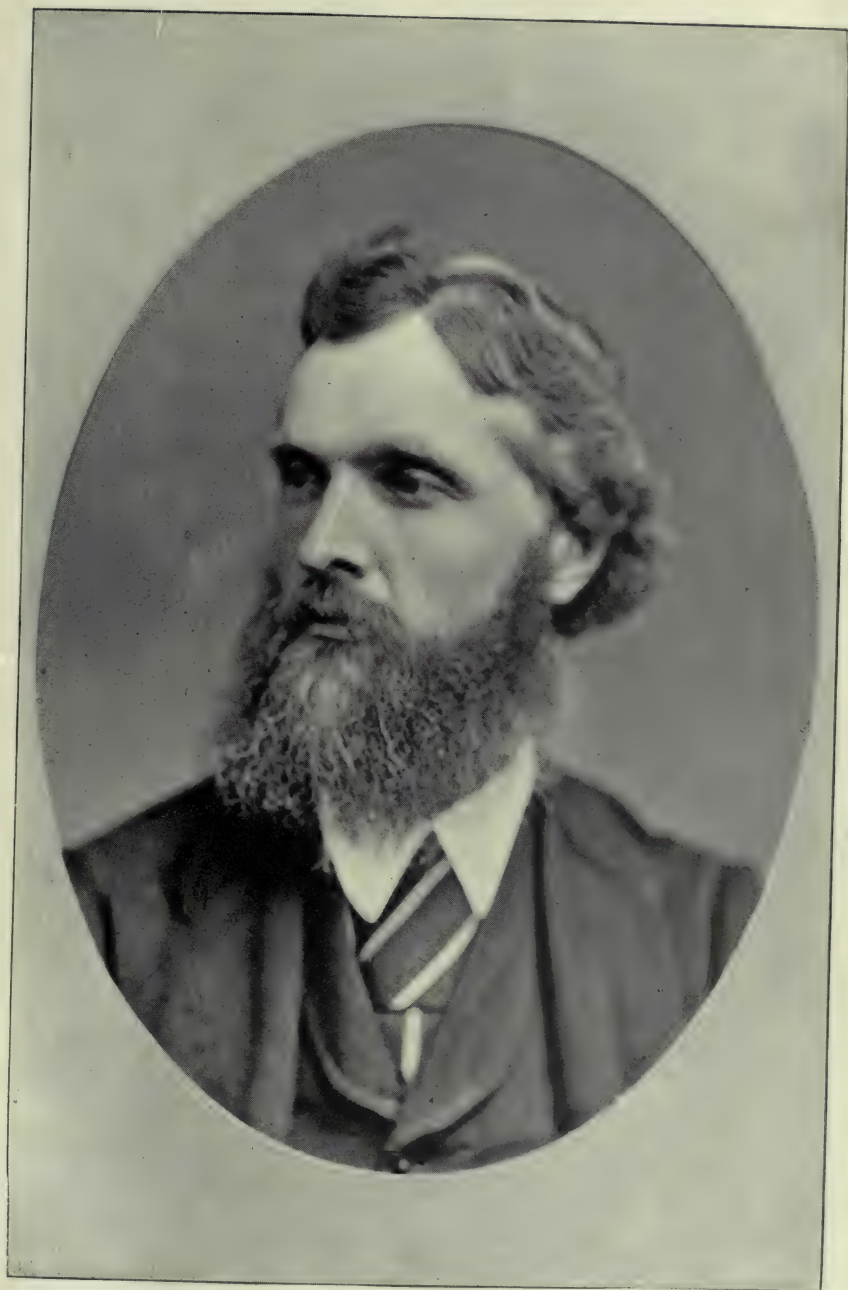
*Chairman.*

October 28th, 1881.

At the closing of the school on December 20th, 1881, a large public meeting was held. Rev. Dr. Gordon presided, and Mr. J. Macmillan, B.A., read, on behalf of the staff and pupils of the Collegiate Institute, an address to Dr. Thorburn on his retirement, to which the Doctor gave a suitable reply. The address was accompanied by a handsome gold watch, with chain and guard.

After leaving the Institute he was appointed Librarian of the Canadian Geological Survey, and Chairman of the Board of Civil Service Examiners. In 1876 he was appointed by the Government





Sixth Principal—JOHN THORBURN, M.A.  
(Photo about 1874.)



to the Chairmanship of the Head-quarters Board of Examiners of the Royal Military College, Kingston. He has been President of of the St. Andrew's Society, of the Ottawa Literary and Scientific Society, and of the Queen's University Graduates' Association. He has been since January 1890 a Trustee of the Ottawa Collegiate Institute Board, and was elected Chairman of the Board on the retirement of Senator Clemow in 1900. Dr. Thorburn always takes a keen interest in educational matters. For over forty years his life has been, to a great extent, connected with the Collegiate Institute, and his graduates are to-day to be found occupying the highest positions of honor and trust in both Canada and the United States. Scores of these distinguished graduates bear tribute to Dr. Thorburn's exemplary character, and to his sound scholarship. He holds now the confidence, the admiration and the respect of all his ex-pupils and of the citizens of every creed and race in the City of Ottawa. Although an old man he has yet a keen appreciation for the niceties of a Latin translation, and for the intricacies of a Geometrical deduction.

The seventh Head-Master of the Ottawa Collegiate Institute is Mr. John Macmillan, B.A., who entered upon his duties as Principal, in January 1882, and still, in December 1903, retains his position.

John Macmillan was born on December 26th, 1837, in Campbelltown, Argyleshire, Scotland. His parents were Donald Macmillan and Catherine Morrison. His early education was received in the Dalintober School of his native town, under an able teacher, Mr. William Grierson, Principal of the school. It was here Mr. Macmillan got the foundation of a good classical and English education, and while at this school he had the advantage of taking part of the course of training, required for pupil-teachers. His parents removed to Canada in 1852, and settled near Chatham, Ontario.

From the local Inspector of Schools at Chatham, he obtained after examination, his first certificate; so that it was near Chat-



ham he began his career as a teacher. In this rural school, he met and successfully mastered, the trials and difficulties which beset the path of the young teacher.

In early manhood he decided that teaching should be his life-work, and if it is true that *poeta nascitur, non fit*, it is equally true that a teacher is. In order to fully equip himself for the important profession he had chosen, Mr. Macmillan attended the best training school the Province afforded. In 1856 he entered the Toronto Normal School, that he might obtain the training necessary for his work. At that early period the Normal School did both professional and non-professional work. It says much for Mr. Macmillan's ability and energy, as a teacher-in-training, that, although he was one of the youngest members of his class, he succeeded in obtaining a First-class certificate at the close of his first session.

At this juncture it happened that the Ottawa Public School Board decided to initiate in their schools new methods in teaching, and in order to do this they applied to Dr. Robertson and Dr. Ormiston, the teachers in the Normal School at that period, to recommend to them three teachers of the class of 1856 to come to Ottawa to introduce the new Normal School methods of teaching. Mr. J. Macmillan was one of the three teachers chosen by the Normal School authorities, and came to Ottawa on the thirty-first of December 1856.

He then waited on Mr. Roderick Ross, Chairman of the Public School Board, and was informed as to the school in which he was to teach. During the years 1857-59, and until mid-summer of 1860 he taught a class in the lower part of a building then used as a Temperance Hall, on Elgin street, opposite to the Russell House. Owing to the rapid increase in attendance, it was soon necessary for the Board to appoint an additional teacher to assist him in the school work.

But Mr. Macmillan was ambitious. He had long coveted a University education and during the three and a half years he was

teaching in the Ottawa Public Schools he prepared himself for the matriculation examination, into the University of Toronto. It is quite a coincidence that he received his first lesson in Virgil from the first Principal of the Ottawa Grammar School, Dr. Wardrope, who was at that time pastor of Knox Church. In 1860 Mr. Macmillan resigned his position on the Public School staff and, on passing successfully the matriculation examination, he entered the University in October of the same year. For the next four years he devoted himself faithfully to study, and in 1864 graduated a Bachelor of Arts, winning in his final year the silver medal in Metaphysics and Ethics, and the Prince of Wales Prize, awarded to the graduate obtaining the highest number of marks in his year, providing he had taken honors in two departments. Mr. Macmillan's principal competitor for the Prince of Wales Prize was Mr. Van der Smissen, now Professor of German in the University of Toronto.

When Mr. Macmillan was writing on his B.A. examinations in Toronto, the late Dr. Hill, Chairman of the Ottawa Grammar School Board offered him, on behalf of the Board, the position of Assistant Master in the Ottawa Grammar School, and he at once accepted the appointment. In September 1864 he began his work in the school, where he has taught ever since. He remained a Master of the school until Dr. Thorburn resigned in December 1881, and he was then promoted to the Principalship. In June, 1904, Principal Macmillan completes forty years of continuous service in the Ottawa Collegiate Institute, having been thus identified with the school for two-thirds of its sixty years' history.

Dr. George Kennedy writes :—"When in 1864 Mr. Macmillan joined the staff, the Grammar School was a nondescript sort of institution, without local habitation. He has seen the Grammar School converted into a Collegiate Institute, with a magnificent home, thoroughly furnished and splendidly equipped, a credit to the spirit and enterprise of the Board of Trustees. He has thus for forty years been identified with educational progress in Ottawa,

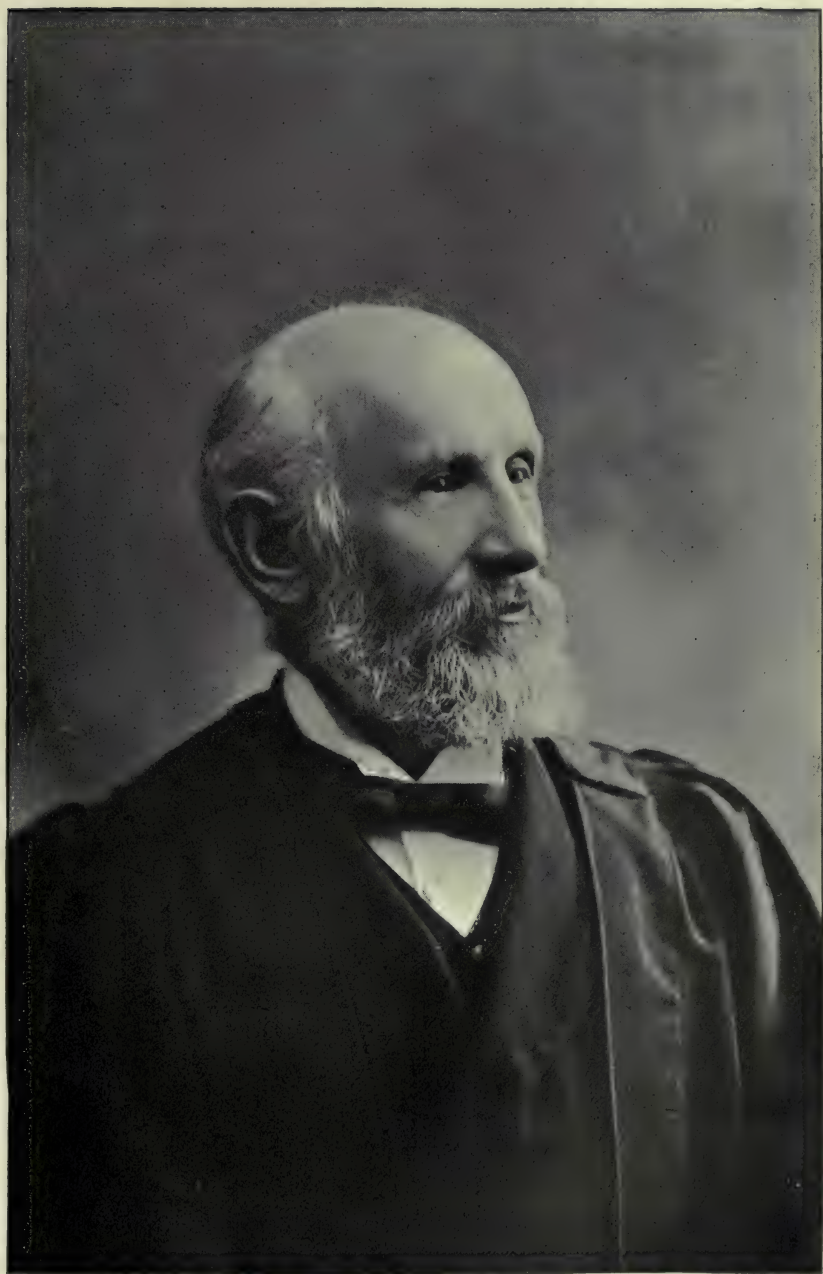
a longer period than falls to the lot of most men, and it is a career he can look back upon with pride and satisfaction. Mr. Macmillan is not technically a professor, but he is emphatically a teacher of professors. From under his hand have gone forth, Professor A. J. Bell of Victoria College, Professor S. W. Dyde of Queen's University, Professor S. J. MacLean of Leland Stanford University, and others all over the continent are to be found occupying distinguished positions in the professional and commercial life, who owe much of their success to the training and discipline of Mr. Macmillan. That he retains the gratitude and affection of his old students, was manifested by the presentation to him, in 1886, of a gold watch and chain, as a memento of the completion of twenty-five years service and the enthusiastic reception tendered to him at the reunion, to celebrate the 60th year of the school.

Mr. Macmillan has a high estimate of the dignity and worth of the profession of teaching, and he has, in an eminent degree, the personal qualities which go to make up the individuality of the successful teacher. He has firmness, patience, good temper, perseverance, and easily wins the confidence of his students. Possessed of high moral ideals, and imbued with a deeply religious spirit, we may surely think of him as *Justum ac tenacem propositi virum*; a man in whom conscience and a sense of responsibility to God rule supreme, a man all whose work is done "as ever in [his] great Task-Master's eye."

Mr. Percy C. Ryan, B.A., writes under date March 21st, 1904, (Montreal):—

"It would be impossible to estimate adequately the influence exercised in the life-work of a teacher of such rare natural gifts and high attainments as Mr. Macmillan. For one who sat under him in youth, and who has since by contact with the world, learned to appreciate at something of their true worth the goodness and wisdom that always actuated his words and conduct among his pupils, it is no easy task to set forth in formal phrases a just appreciation of the man and his work without seeming to indulge in eulogy.





Seventh Principal—J. MACMILLAN, B.A., 1903



"In his case, nevertheless, simple truth is the highest praise. In looking back over my collegiate days, memory recalls his wonderful ready scholarship. At a moment's notice he would take a class in any academic subject, whether classics, mathematics or English and unfold the matter under study with knowledge that was at once accurate and compact. He never wasted time on non-essentials, yet was never dry or uninteresting. He was a school-master in every fact to the lower forms, but a friend and genial adviser to the members of the higher forms. A rigid disciplinarian, his prowess was never doubted, his authority never questioned. In all places, and in all relations, he commanded the respect and won the love of his pupils, for he was always just, though occasionally severe; always kindly, generous and quick to perceive and reward earnest effort and right conduct.

"To this latter characteristic I would call particular attention, for herein he exercised a moral influence the extent of which is beyond estimation. When we reflect that for many years—a whole lifetime in fact—generation after generation of the youth of an educated and highly intelligent community have passed under his influence at the formative period of their existence, that each has carried from the class-rooms into the great world the moral impress of his teaching and example, and that everywhere and under all circumstances these old pupils of his have borne testimony in their conduct and proved by their success the inestimable value of what they learned from him, we can form something in the way of an approximate idea of what the public owes to a teacher like Mr. Macmillan. Thus considered, he has been not only an ever active centre for the diffusion of intellectual culture, but a living moral force as endless as it is incalculable.

"All those who have come under the influence of Principal Macmillan as well as all who have the cause of education at heart will wish that he may long be spared to enjoy, in the afternoon of life, a long period of studious ease and tranquil contemplation, and thus can fittingly round off a life which has been devoted to his country and to mankind."



On the 19th February, 1886, about one hundred "old boys," among whom were Col. T. D. B. Evans, assembled at the Temperance Coffee House, when a banquet was held in honor of Mr. Macmillan's twenty-five years' work in the Collegiate Institute, and the following address was read to which Principal Macmillan made a suitable reply.

*John Macmillan, B.A., Principal Ottawa Collegiate Institute :*

DEAR SIR,—It is now a quarter of a century since you became connected with the educational interests of this city in the capacity of a teacher. With the exception of three and one-half years' service in the Public Schools this time has been devoted to High School work.

Such long and faithful service has not been without its results, which must have been as gratifying to yourself as they have been beneficial to those with whom you have come in contact in your professional labors.

All who have enjoyed the privilege and the benefits of your instruction have been most strongly impressed with your great earnestness and zeal for their welfare. It is pleasant to reflect on the days spent in school under your guidance and to recall your many acts of kindness and to dwell with admiration on your justice, honor and self-control.

The powerful influence for the pure, the good and the noble, ever exerted by you over your students, has been enduring in its effects, and has moulded the characters of many, enabling them to form decisions, the benefits of which Eternity alone can measure.

With these feelings as a bond of union we have met together this evening as former pupils of yours to give expression to our admiration for you as a teacher, gentleman and friend.

In testimony of our respect and good will, and as a souvenir of days gone by, we ask you to receive this watch, with the wish that it may measure out to you many years of health, happiness and prosperity.

JOHN I. MACCRACKEN,

*Chairman of Committee.*

HENRY M. AMI,

*Secretary of Committee.*

The address was beautifully engrossed and bound in satin and plush, and having been read was presented to Mr. Macmillan, along with a handsome gold watch, chain and locket. The toast was then drunk amidst great enthusiasm.

[NOTE.—On the 28th March, 1904, Mr. Macmillan resigned the Principalship and was appointed to a position on the staff with the title of Honorary Vice-Principal. Mr. A. H. McDougall, B.A., Mathematical Master was immediately promoted to the Principalship, to take effect July 1st, 1904.]

R. S.

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#### TEACHERS, 1843–1903.

The District Grammar School opened in May 1843, with one teacher, Mr. Thos. Wardrope, and ended the year 1903 with a staff of fifteen teachers,—Principal Macmillan, B.A. : O. J. Joliffe, M.A. ; A. H. McDougall, B.A. ; W. J. Sykes, B.A. ; D. A. Campbell, B.A. ; I. T. Norris, B.A. ; W. A. Graham, B.A. ; R. S. Simpson ; H. S. MacMillan, B.A. ; W. G. Armstrong, M.A. ; I. N. Liebner, B.A. ; Miss Aletta B. Marty, M.A. ; Miss Bessie M. Scott ; Miss E. A. Tomkins, and Robt. Stothers, B.A.

This statement alone indicates the growth of the school in sixty years. In 1903, over six hundred students registered in the various classes of the Institute. Dr. Wardrope began with less than forty-five. The equipment of the school has changed as radically as the staff; the methods of teaching, and the modes of discipline are, too, quite in contrast with those of sixty years ago. This is the age of specialization, and there are Specialists now, as required by a Regulation of the Education Department, at the head of each Department—Classics, Mathematics, English, Science, Modern Languages, and Commercial Work, thus indicating, in a way, the modern advantages in Education as well as a modernized system of Secondary Education.

This school has had its fair share of the best teachers in the Province, and perhaps a fair share of the inferior class, for discipline in a growing city like Ottawa has not always been a matter simple and unostentatious ; this school has been rather a sifter of dis-

ciplinarians. The intelligence of Ottawa students in the past has been above the average of the Province : this is expected.

Among the earlier teachers there are many names to conjure with,—one does not live long in Ottawa to find this out. The ex-pupils of the various years take a peculiar pride in sounding the praises of their favorite teachers. Frequently there is kindly mention made of Judge Ross, Rev. Mr. Borthwick, and others, such as Thorburn, Macmillan, Tubman, Phillips, Wallace, McGill, Living, Ami, Cattanach, Rathwell, and Rothwell (who acted as substitute for Judge Ross in the fifties), Loudon, Lafleur ; but Thorburn and Macmillan seem to cover an epoch themselves.

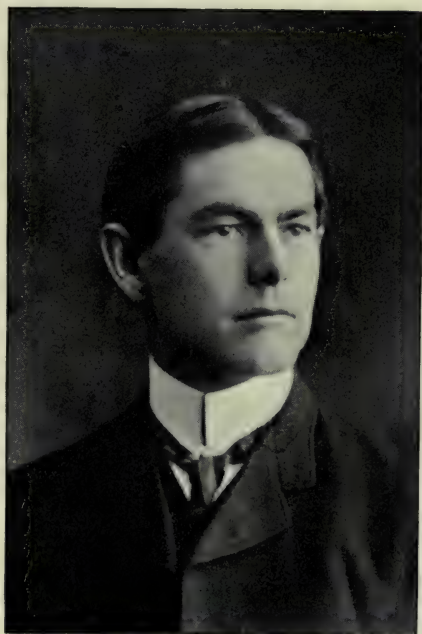
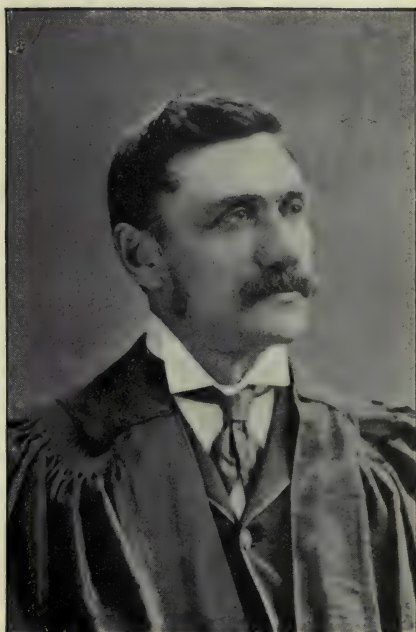
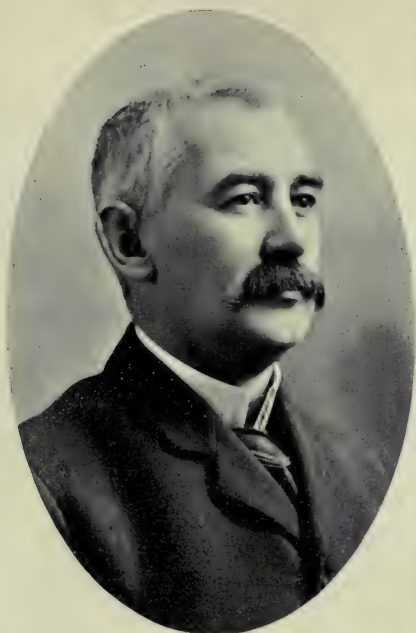
The following list of teachers, not we regret, complete, with the date of appointment, and of retirement, up to 1903, is submitted and may prove of interest :—

Thomas Wardrope, 1843–45 ; Geo. Wardrope, Mr. Tubman, W. A. Ross, Rev. John Robb ; O. J. Millar, M.A. ; Rev. H. J. Borthwick, M.A. ; George Kennedy, M.A., LL.B. ; Mr. Rathwell, Mr. Cattanach, Mr. Rothwell.

The rest of the list was supplied by Mr. Cecil Bethune, Secretary of the Collegiate Institute Board, and is therefore supposed to be complete from 1872 :—

Rev. Marc Ami, before 1872–1882, taught French ; A. Agnew, 1877–1880 ; Luther H. Alexander, M.A., 1894–1903, teacher of French and German ; W. Gilnochie Armstrong, M.A., 1901–1903, Junior English Master ; Miss K. Ballantyne, 1883–1884 ; Oran Belfry, 1879 ; C. A. Barnes, 1876 ; W. J. Chisholm, B.A., 1887–1889, teacher of French and German ; T. Glashan Campbell, B.A., Mathematical Master, 1886–1887 ; E. B. Cope, 1882–1884 ; W. Carter, before 1872 ; Robt. H. Cowley, M.A., 1894–1898, Science Master (now Inspector of Schools, Carleton County) ; Miss E. M. Cluff, B.A., (one month) 1894 ; J. D. Conklin, 1894–1902, Commercial Master ; D. A. Campbell, B.A., 1896–1903, Science Master ; A. B. Davidson, B.A., 1880–1881 ; Chas. Forfar, B.A., 1889–1892 ; John A. Guignard, 1890, teacher of French and German ; L. R.





A. H. McDOUGALL, B.A.,  
Senior Mathematics.

D. A. CAMPBELL, B. A.,  
Senior Science.

O. J. JOLLIFFE, M.A.,  
Senior Classics.

W. J. SYKES, B.A.,  
Senior English.

A GROUP OF SPECIALISTS ON THE STAFF, 1903.



Gregor, B.A., 1886; W. A. Graham, B.A., 1895–1903, teacher of Junior English and Mathematics; Cephas Guillet, B.A., 1890–1894, teacher of French and German; L. Harstone, B.A., 1882–1884; Thos. Hislop, 1874–1876; Harry Halliday, B.A., 1887, Junior English; Jas. Hackett, before 1872; Miss I. Iles, 1880–1882; Miss. L. Van Jantsch, 1890, French and German; O. J. Joliffe, M. A., 1884–1903, Classical Master; P. T. Lafleur, B.A., 1882–1886, teacher of French and German; W. J. Loudon, B.A., 1881, Mathematical Master; Miss A. M. Living, 1875–1879; W. H. Libby, B.A., 1891–1894, teacher of English; E. O. Liebner, B.A., Junior Science, 1903; Philip Manson, 1882–1887; C. J. Manly, 1876–1877; Arthur L. Merrill, B.A., 1895, Junior English; Anthony McGill, B.A., 1882–1887, Science Master, and now chief analyst of Inland Revenue Department—a most efficient teacher; I. McNevin, 1881–1883, Mathematical Master; B. C. MacLean, 1872–1873; J. W. McDowall, 1872–1873; John MacMillan, B.A., 1864–1881, assistant to Dr. Thorburn, 1882–1903, principal; H. S. MacMillan, B.A., 1897–1903, teacher of Junior French and Latin; A. H. McDougall, B.A., Mathematical Master, 1889–1903; Miss Aletta E. Marty, M.A., teacher of French and German, 1903; A. Nugent, B.A., Mathematical Master, 1883–1887; Miss B. M. Northwood, B. A., 1898, Junior Mathematics; I. T. Norris, B.A., 1898–1903, teacher of Mathematics; Alfred Orr, 1886–1887; A. D. Passmore, B.A., 1886; F. R. Powell, 1877–1878; Rev. T. D. Phillips, M.A., from before 1878–1880, Mathematical Master, a popular teacher and good player of cricket; N. Robertson, 1874–1875; J. R. Ross, 1873; Alex. H. D. Ross, M.A., 1896; W. Robeson, M.A., 1876; W. J. Summerby, 1876, (now Inspector of Schools, County of Russell); J. Simmons, 1889; Wm. Sanderson, M.A. 1887–1889, Mathematical Master; D. E. Smith, B.A., 1886–1887, teacher of French and German; T. C. Somerville, B.A., 1892, French and German; D. S. Smith, 1883–1884; W. J. Sykes, B.A., 1894–1903, English Master; R. S. Simpson, 1902–1903, Commercial Master; Colin A. Scott, B.A., 1887–1894, Science Master and drawing; T. K. Sidey,



B.A., 1892-1894, Junior Classics ; Miss B. M. Scott, 1892-1903, teacher of English and Calisthenics ; Robert Stothers, 1887-1903, teacher of History ; Jas. Taylor, B.A., Junior Mathematics, 1892 ; John Thorburn, M.A., LL.D., 1862-1881, Principal and Classical Master ; Miss E. A. Tomkins, 1902-1903, Junior English and Mathematics ; A. B. Ventresse, 1888-1890, Junior English ; M. E. Weaver, 1885-1886 ; R. Wohl, 1876 ; Jas. E. Wallace, 1883-1898, teacher of Junior Mathematics, an excellent disciplinarian, and teacher.

NOTE,—The members of the present staff are reckoned until December 31st, 1903, to complete the period of sixty years.

R. S.

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## CHAPTER V.

### DONORS OF MEDALS AND PRIZES—MEDALLISTS.

Many of the early records which would prove of inestimable value in writing a truly accurate history of the school have unfortunately been lost, and consequently not even the names of some of those who contributed to the advancement of the school, by means of prizes or medals, can now be definitely ascertained. From the earliest period in its history, however, citizens interested in the moral and intellectual progress of the city were found who willingly and gladly presented medals and prizes to be competed for by the students of the school.

One of these citizens specially worthy of an honored place among such donors of medals was Mr. James Brough, for a long time one of the most successful of Ottawa's early merchants. He carried on for many years an extensive dry goods business, and Mr. Brough's name was always associated with integrity of purpose, business capacity, and kindliness of character. He was just the type of citizen who might be expected to aid in every way in his power all efforts tending towards educational, social, and moral progress. The following resolution was unanimously passed by the Board of Trustees of the Grammar School when Mr. Brough offered the gold medal, which he continued to give for a number of years.

RESOLVED :—First, That the Board having been made aware by the Rev. Mr. Borthwick, of a very handsome offer made by James Brough Esq., to provide a Gold Medal semi-annually, to be presented to the dux of the highest form in the Grammar School, take the earliest opportunity of recording their gratitude to that gentleman for his liberality, and instruct their Secretary to convey to him their best thanks for the warm interest evinced by him in the prosperity of the Institution over which they have been called upon to preside. Second, that the Medal above referred to, shall be hereafter designated and awarded as the "Brough Medal."

Certified.

DONALD M. GRANT,

*Secretary, County of Carleton Grammar School.*

Ottawa, 1861.

To win the "Brough" gold medal was the highest ambition of the thoughtful, earnest young men who in the highest form took all the subjects necessary to entitle them to enter the lists as competitors for the coveted honor. A goodly number must have come into possession of one of these medals, inasmuch as they were generously furnished by Mr. Brough, and awarded by the Head-Master at the close of each semi-annual examination. No doubt other prizes were offered for competition by public-spirited citizens in the earlier periods of the school's history, but the gold medal contributed by Mr. Brough merits special notice in this chapter.

Mr. Edward McGillivray, another of Ottawa's early and successful merchants, and for some time Chairman of the Board, was a most generous contributor of prizes and medals. In the press reports of the school's closing days we find, that after an enumeration of the prizes distributed by the members of the Board or by the Head-Master, the reporter again and again records such statements as these: "Nine of these prizes were the gift of Mr. Edward McGillivray," or "A prize for scripture knowledge and nine others were given by Mr. McGillivray." More than once Mr. McGillivray showed his great interest in the welfare of the School by offering for competition a gold medal.

Mr. J. P. Featherstone, another public-spirited citizen, manifested his deep interest in secondary education by presenting to the Principal a gold medal for competition.

Since 1875, at the close of each academic year, the presentation of the Governor-General's medal for Classics has always evoked the highest enthusiasm on the part of the pupils, as the Institute has always been distinguished as a Classical school. The good example set by Lord Dufferin has been followed by all his distinguished successors who represented Her Majesty in the government of the Dominion. Lord Dufferin gave two medals, a silver one for Classics, and a bronze one for Mathematics, while each of his successors in the office of Governor-General, down to



and including the Earl of Aberdeen gave a large and beautiful bronze medal, which was awarded for proficiency in Classics.

By having a special medal set apart for English, this department was raised to an equality of standing with those of Classics and Mathematics. This medal was supplied by Mr. Allan Gilmour, a very staunch and steady supporter of the school, and one of the wealthiest lumbermen of the Ottawa Valley. At first Mr. Gilmour contributed one gold medal, but after some time he changed the form of his contribution to two silver medals, and these he continued annually up to the time of his death. At the request of the present Principal, Mr. John Manuel who became heir to a large part of Mr. Gilmour's fortune, with praiseworthy promptness agreed to continue these two silver medals, and so the department of Modern Languages equally with Classics, Mathematics and English, has a medal annually awarded to the best student in French and German.

The Honorable Senator Clemow who for a longer period than any other Chairman presided over the deliberations of the Collegiate Institute Board, in addition to much time and labor ungrudgingly given to the special business of the Board was up to the time of his death the donor of a medal. Other members of the Board are found among the list of those who from time to time manifested a keen interest in the encouragement of a healthy spirit of emulation among the students by offering medals for competition. Among these may be mentioned Mr. A. J. Christie, one of the ablest and most energetic members who ever were appointed to the Board, and Mr. Denis Murphy the genial and popular representative of the City of Ottawa in the Ontario Legislature. Mr. Murphy's gold medal, was without solicitation offered to Principal Macmillan, to be given for any subject or department he might in the interest of the school select. After Mr. A. J. Christie's death, Mr. John Christie the present Vice-President of the Ex-pupil's Association has yearly placed at the disposal of the Principal a medal.

Many other prominent citizens have during some part of the school's life aided in stimulating the efforts and developing the latent talent of those who were able to take a full Collegiate Institute course, by offering medals or prizes to be awarded to the most successful students in the highest form. In this list stand the names of Sheriff Sweetland, Messrs. McLeod Stewart, George Hay, Robert Blackburn, Chas. Magee, J. L. MacDougall, A. M. Burgess, J. S. Durie, R. L. Blackburn, James Hope, C. T. Bate and T. C. Bate.

During the earlier period of the school's history, some difficulty may have been experienced in securing a sufficient supply of medals by the Head-Master, but as ex-pupils in increasing numbers entered into professional, mercantile, or other pursuits, and in their selected line of life had risen to prominent positions, all such difficulty has now vanished and the present Principal easily secures the necessary supply from year to year. Medals are annually awarded in the following Departments:—*General Proficiency*, for the highest standing in the work of the Fourth Form. *Classics*, for Greek and Latin; *Mathematics*, including Algebra, Geometry and Trigonometry; *Modern Languages*, including French and German; *English*, including Composition, Rhetoric and English Literature; and *Science*, including Physics, Chemistry and Zoology. By the authority of the Board, all the medals awarded for the school year 1902-1903 were manufactured in the City of Toronto.

For a good many years the Board voted annually the sum of one hundred dollars for prizes, to be selected and presented by the Principal, but on the recommendation of the members of the teaching staff this annual grant has been discontinued, and instead of these prizes the Board now gives annually to all students in each class below the Fourth Form who reach a maximum of sixty per cent. on the school examinations, a Certificate of Merit, and to each member of the Fourth Form, a Graduation Diploma.

In addition to the medals given annually to the students of

the highest form, the Board has for a number of years given scholarships to be competed for by those who write on the Entrance Examination. Two of these scholarships are given to the two candidates from any of the Public Schools of the city who obtain the highest number of marks, two are given in the same way to the two best candidates from the Separate Schools, and one is given to the candidate from any school outside the city, who obtains the highest number of marks. The O'Gara Scholarship was established some time ago by friends of Mr. O'Gara who for many years was the Police Magistrate of the city. The interest on the amount subscribed by these friends has been placed at the disposal of the Collegiate Institute Board, on the understanding that it be given to pay the fees of a student from the Public Schools at the Institute every year. All these scholarships are tenable for one year and entitle the holder to a year's instruction at the school without paying the usual fees.

J. MACMILLAN.

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#### THE ROLL OF HONOR (MEDALLISTS).

The list printed below is largely composed of the names of students who distinguished themselves by winning medals in the highest form of the Collegiate Institute.

The name of the highest form has changed with the growth of the school; thus at one time it was called the Upper Third Form, while at the present day it is known as the Fourth Form.

When the Roll was first established medals were given for General Proficiency and Good Conduct, and in a few cases, were presented to exceptional students in other than the highest form. At the present time, and for a number of years, however, medals have been given in other forms of the school, but only those presented for General or Special Proficiency in the highest form entitled a student to a place on the Roll of Honor. The distinction is a real one as the student must not only have been the leader of



the highest class or of a department of that class, but he must also have obtained a certain high percentage on his examinations. It is therefore fitting that the Board of Trustees has placed the names of the students in gilded letters, so prominently, on two boards in the main hall of the school.

In preparing the list, no account has been taken of medals or prizes presented in any but the highest form.

An effort has been made to secure as complete and correct a list as possible. In order to obtain such a list, cards of enquiry, asking for full information, were sent to all medallists whose addresses were known. The information received has been embodied in the list below. Examination of it will show some omissions, and, it may be, some errors, which it is hoped will be corrected in a future volume.

D. A. CAMPBELL.

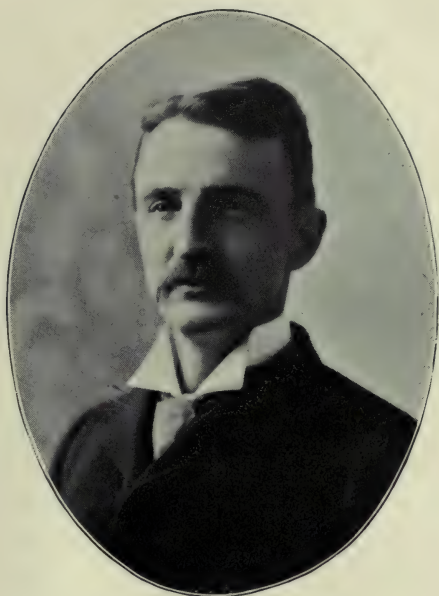
#### THE ROLL OF HONOR.

DATE	NAME	AWARDED FOR	DONOR
1861..	A. J. Christie.....	General Proficiency and Good Conduct..	Jas. Brough, Esq.
1861..	R. S. Hudson.....	" "	A Fund of the School.
1861..	E. S. Cox.....	" "	Jas. Brough, Esq.
1862..	H. P. Hill.....	" "	Jas. Brough, Esq.
1863..	McL. Stewart.....	" "	Jas. Brough, Esq.
1864..	C. Jones.....	" "	Jas. Brough, Esq.
1865..	H. Allan.....	" "	.....
1866..	W. G. Brown.....	General Proficiency...	J. Thorburn, Esq.
1867..	D. Robertson.....	"	.....
	C. Robertson.....	"	.....
1868..	J. I. MacCraken.....	"	The Trustees.
1870..	J. Hodgins.....	"	The Trustees.
1872..	A. J. Bell.....	"	The Trustees.
1874..	G. M. Greene.....	"	The Trustees.
1875..	S. W. Hunton.....	Classics.....	The Governor-General.
1875..	do.....	Mathematics.....	The Governor-General.
1876..	W. A. D. Lees.....	Classics.....	The Governor-General.
1876..	do.....	Modern Languages...	Allan Gilmour, Esq.
1876..	H. O. E. Pratt.....	Mathematics..	The Governor-General.
1877..	F. W. Jarvis.....	Classics.....	The Governor-General.
1877..	do.....	Mathematics.....	The Governor-General.
1877..	do.....	Modern Languages...	Allan Gilmour, Esq.
1878..	A. S. Johnson.....	Classics.....	The Governor-General.
1878..	do.....	Mathematics..	The Governor-General.
1878..	A. B. Hudson.....	Modern Languages...	Allan Gilmour, Esq.



DATE	NAME	AWARDED FOR	DONOR
1879..	T. C. Boville.....	Modern Languages...	Allan Gilmour, Esq.
1879..	S. W. Dyde.....	Classics.....	The Trustees.
1880..	S. A. Henderson.....	Classics.....	The Governor-General.
1880..	do.....	Mathematics.....	Allan Gilmour, Esq.
1880..	A. F. May.....	Modern Languages...	Allan Gilmour, Esq.
1881..	Mary Masson.....	Classics.....	The Governor-General.
1881..	do.....	Modern Languages...	Allan Gilmour, Esq.
1882..	C. J. Hardie.....	Modern Languages...	Allan Gilmour, Esq.
1883..	do.....	Classics.....	The Governor-General.
1882..	J. S. McLean.....	Classics.....	The Governor-General.
1882..	T. R. Shearer.....	Mathematics.....	Allan Gilmour, Esq.
1883..	Fanny E. Toms.....	Classics.....	The Governor-General.
1883..	I. S. Heinrichs.....	Mathematics.....	Allan Gilmour, Esq.
1884..	C. V. Campbell.....	Classics.....	The Governor-General.
1884..	do.....	Mathematics.....	Allan Gilmour, Esq.
1884..	C. H. Pinhey.....	Mathematics.....	Allan Gilmour, Esq.
1885..	R. E. Gemmell.....	Mathematics.....	Allan Gilmour, Esq.
1885..	Jennie Cuzner.....	Mathematics.....	Sheriff Sweetland.
1885..	do.....	Science.....	Sheriff Sweetland.
1886..	N. F. Ballantyne.....	Mathematics.....	Allan Gilmour, Esq.
1886..	H. E. York.....	Science.....	Sheriff Sweetland.
1886..	J. McNicol.....	Classics.....	The Governor-General.
1886..	do.....	Modern Languages...	Allan Gilmour, Esq.
1887..	W. Hardie.....	Classics.....	The Governor-General.
1887..	do.....	Modern Languages...	Allan Gilmour, Esq.
1887..	Annie Skinner.....	Mathematics.....	Allan Gilmour, Esq.
1887..	Florence Hanington.....	Science.....	Sheriff Sweetland.
1888..	P. C. Ryan.....	Classics.....	The Governor-General.
1888..	do.....	Modern Languages...	.....
1888..	F. A. Magee.....	General Proficiency...	The Teaching Staff.
1888..	Elizabeth C. Whyte.....	Mathematics.....	Allan Gilmour, Esq.
1888..	do.....	Science.....	C. T. Bate, Esq.
1889..	J. L. McDougall.....	General Proficiency...	Chas. Magee, Esq.
1889..	do.....	Modern Languages...	.....
1889..	do.....	Mathematics.....	Allan Gilmour, Esq.
1889..	Frances S. Glashan.....	Modern Languages...	Allan Gilmour, Esq.
1889..	O. Wilson.....	.....	.....
1890..	J. G. Gibson.....	Classics.....	The Governor-General.
1891..	do.....	General Proficiency...	.....
1891..	do.....	Mathematics.....	Allan Gilmour, Esq.
1890..	H. S. Macmillan.....	Modern Languages...	Allan Gilmour, Esq.
1890..	J. T. Blyth.....	General Proficiency...	Chas. Magee, Esq.
1890..	S. J. McLean.....	English.....	Robt. Blackburn, Esq.
1890..	Margaret A. Northwood.....	Mathematics.....	Allan Gilmour, Esq.
1891..	do.....	Modern Languages...	Allan Gilmour, Esq.
1892..	A. J. Kerr.....	General Proficiency...	A. M. Burgess, Esq.
1892..	do.....	Classics.....	The Governor-General.
1892..	do.....	Mathematics.....	Hon. F. Clemow.
1892..	do.....	Modern Languages...	A. J. Christie, Esq.
1892..	W. J. Macdonald.....	Classics.....	The Governor-General.
1892..	do.....	English.....	J. S. Durie, Esq.
1893..	T. A. Burgess.....	English.....	Robt. Blackburn, Esq.
1893..	F. H. Scott.....	Classics.....	The Governor-General.
1893..	W. G. Fitzgerald.....	Mathematics.....	Allan Gilmour, Esq.
1893..	Jennie Hilliard.....	Science.....	Hon. F. Clemow.

DATE	NAME	AWARDED FOR	DONOR
1893..	Isabelle F. Teakles.....	Modern Languages...	Allan Gilmour, Esq.
1894..	W. H. Alexander.....	General Proficiency...	Robt. Blackburn, Esq.
1894..	do .....	Classics.....	The Governor-General.
1894..	do .....	Mathematics.....	Allan Gilmour, Esq.
1894..	W. B. H. Teakles.....	Classics.....	Allan Gilmour, Esq.
1895..	Elfrida W. Ridgway.....	Classics.....	The Governor-General.
1895..	Bessie M. Jamieson.....	English.....	John Manuel, Esq.
1895..	Kate B. McInnes.....	Science.....	.....
1895..	Lily Ross.....	Modern Languages...	Hon. F. Clemow.
1895..	A. McDougall.....	Mathematics.....	John Manuel, Esq.
1896..	C. R. Fitzgerald.....	Mathematics.....	John Manuel, Esq.
1896..	do .....	Modern Languages...	John Manuel, Esq.
1896..	Margaret L. Young.....	Classics.....	The Governor-General.
1896..	do .....	English.....	John Manuel, Esq.
1896..	R. M. Stewart.....	General Proficiency...	A. M. Burgess, Esq.
1897..	do .....	Classics.....	John Manuel, Esq.
1897..	do .....	Mathematics.....	John Manuel, Esq.
1897..	Edith M. Young.....	Modern Languages...	Hon. F. Clemow.
1897..	Bertha E. Hall.....	English.....	J. Christie, Esq.
1897..	J. S. C. Adamson.....	Science.....	John Durie, Esq.
1898..	E. J. Carson.....	Classics.....	The Governor-General.
1898..	Marguerite R. Elliott...	Modern Languages...	John Manuel, Esq.
1898..	Harriet E. Smirle.....	English.....	Hon. F. Clemow.
1898..	G. A. Church.....	Science.....	J. Christie, Esq.
1899..	M. McDougall.....	Classics.....	Lord and Lady Aberdeen
1899..	do .....	General Proficiency...	J. Christie, Esq.
1899..	do .....	Mathematics.....	John Manuel, Esq.
1899..	V. Woodland.....	Science.....	Hon. F. Clemow.
1900..	do .....	Mathematics.....	T. C. Bate, Esq.
1900..	do .....	General Proficiency...	.....
1899..	Eileen Clemow.....	Modern Languages...	John Manuel, Esq.
1899..	do .....	English.....	D. Murphy, Esq.
1900..	H. J. Rose.....	Classics.....	John Manuel, Esq.
1900..	do .....	English.....	J. Christie, Esq.
1900..	C. Mayne Woodburn....	Modern Languages...	John Manuel, Esq.
1900..	A. Eliza Watt.....	Science.....	Hon. F. Clemow.
1901..	A. A. Macdonald.....	Classics.....	John Manuel, Esq.
1901..	do .....	Mathematics.....	T. C. Bate, Esq.
1901..	Muriel C. Payne.....	Modern Languages...	John Manuel, Esq.
1901..	Elizabeth A. Tomkins...	General Proficiency...	The Teaching Staff.
1901..	do .....	English.....	Hon. F. Clemow.
1901..	R. M. Timberlake.....	Science.....	D. Murphy, Esq.
1902..	Marion I. Whyte.....	General Proficiency...	Hon. F. Clemow.
1902..	do .....	Mathematics.....	T. C. Bate, Esq.
1902..	do .....	English.....	John Manuel, Esq.
1902..	Ruth Orme.....	Modern Languages...	D. Murphy, Esq.
1902..	A. L. Shortt.....	Classics.....	John Manuel, Esq.
1903..	Minerva E. Stothers....	Classics.....	John Manuel, Esq.
1903..	do .....	General Proficiency...	The Trustee Board.
1903..	do .....	Mathematics.....	J. Christie, Esq.
1903..	Marion K. Younger.....	Mathematics.....	D. Murphy, Esq.
1903..	do .....	English.....	T. C. Bate, Esq.
1903..	Inez Campbell.....	Modern Languages...	John Manuel, Esq.
1903..	L. B. Kingston.....	Science.....	James Hope, Esq.



S. W. HUNTON, B.A., (London)  
Professor of Mathematics, Sackville, N. B.



FRED. W. JARVIS.

#### THE WINNERS OF THE GILCHRIST SCHOLARSHIP.

Copies of the official letters sent to Mr. F. W. Jarvis at the time of his success. Mr. S. W. Hunton's letters were similar to these but we have no copies of them.

The Secretary to the Governor-General of Canada, presents his compliments to Mr. F. W. Jarvis, and in transmitting to him the accompanying medals, is desired by Lord Dufferin to convey to him an expression of His Excellency's sincere congratulations on the success that has attended his efforts in the recent competition.

GOVERNMENT HOUSE,  
Ottawa, July 10th, 1877.

Ottawa, 30th August, 1879.

SIR,—

I have the honor to inform you that His Excellency, the Governor-General, has been advised by the Right Honorable the Secretary of State for the Colonies, that the Gilchrist Scholarship for this year has been awarded to you. I was at the same time to inform you that it will be necessary that you should make preparations to commence your studies at the London University at the beginning of October.

I have the honor to be,

Sir, Your obedient servant,

EDOUARD LANGEVIN,  
*Under-Secretary of State.*

FREDERICK JARVIS, Esq.





## CHAPTER VI.

### THE LYCEUM—THE LITERARY AND DEBATING SOCIETY OF THE SCHOOL.

The first literary society or debating club in connection with the old Grammar School is said to have flourished for a short time in the early sixties. At the suggestion of Dr. Thorburn, who was then Principal, it was named after a similar organization in Edinburgh, the Philomathic Society. After a few years, however, it ceased to exist, and any records that may have existed are believed to be lost.

After this for a number of years there was no literary society in the school; but in 1878, largely owing to the efforts of Mr. Macmillan, the present society, the Ottawa Collegiate Institute Lyceum, was established. For the first few years of its existence the records are very scanty; indeed it is not till 1883 that the present series of minutes begins. In an announcement of the Collegiate Institute, undated, but while Dr. Thorburn was still Principal (1878-81) the following sentence is found: "There is a Lyceum conducted by the students of the Institute, whose meetings are held on Friday afternoons. The exercises consist of readings, recitations, essays, and debates, and the meetings are presided over by one of the masters." In the earliest printed constitution, undated, but evidently in the early eighties, there is the following list of officers: President, J. Macmillan, B.A.; Vice-Presidents, Rev. T. D. Phillips, M.A., and A. Agnew, B.A.; Secretary-Treasurer, R. V. Sinclair; Executive Committee, J. T. Ross, G. DeH. Cunningham, S. W. Dyde, T. C. Boville, and G. A. Blair.

The year 1883 marks a notable departure in the work of the Lyceum, namely the establishment of a printed paper called *The Philomath*. The first number of this paper is dated March 15, 1883. It was published twice a month, and eight numbers appeared. For copies of these I am indebted to Mr. I. S. Heinrichs, one of the editors. *The Philomath* was a little four-page

paper, of which nearly two pages were taken up with advertising, a fact that reflects credit on its business manager, Mr. J. C. McLean, now of Montreal. The editors were C. J. Hardie, I. S. Heinrichs, and Miss Lothian. Mr. C. V. Campbell was distributing manager, and Mr. H. G. Todd attended to the advertising. From three to four hundred copies of each edition were printed. In the first number appeared an interesting article on "Our Old Boys," from which an extract may be given. "Without premeditation or any attempt to exhaust the names of those especially deserving of mention, we give the following:—

*In Law.*—Dr. Kennedy, and Messrs. Christie, Stewart, MacCraken, Hodgins, Greene, and Bishop.

*In Medicine.*—Dr. Allen, Dr. Wood, Dr. Grant, Dr. Stewart, Dr. Henderson.

*In Business.*—Messrs. Greene, Durie, May, Hay, Bate, Bronson, Perley.

*In Teaching.*—Mr. A. J. Bell, Mr. Smirle, Mr. Cowley, Mr. J. McJanet, Mr. T. McJanet.

*In the Church.*—Messrs. Bayne, Anderson, and Blanchet.

To these must be added the Sherwood brothers of whom the best known perhaps is Percy—now chief of the Dominion Police."

Among the leading articles is a well-worded plea for a gymnasium, a plea that in 1904 would not be far out of place. Another article urges that school prizes be abolished; still another deals with the question of school fees. Under the heading, "School News," appear results of school examinations, names of the prize-winners in the school sports, and the accounts of the Lyceum meetings. Altogether the publication of *The Philomath* was an undertaking on which those who managed it may look back with pride.

One feature of some of the meetings of these years (about 1884) was chemical experiments performed by the science master at that time, Mr. A. McGill B.A., B. Sc., now Dominion Analyst.

Naturally the bare minutes give one a very inadequate idea



of the actual work of the society, but an active and valued member in the early eighties, Mr. George Bethune, now of the Quebec Bank, Quebec, has contributed some interesting reminiscences that bring the early meetings vividly before us. He says:—

“The Lyceum, or Debating Society, was instituted, if I remember rightly, in the fall session of '84 by a select few of the senior pupils, with the approval, and under the guidance of our beloved and respected Head-Master, Mr. Macmillan. Agreeably to our expectations the juniors fell into line at once, and we had no trouble in filling the large room of the then Third Form with scholars of both sexes. I may say, without wishing to appear gallant, that much of the success of the meetings can be put down to the lively interest evinced by the students of the gentler sex. At these meetings, which took place on each Friday after the close of the school session, the main interest of the proceedings rested in the various subjects of debate, which, comprising a fairly wide range of subjects, brought forth some really creditable efforts on the part of debaters. Some of our leaders in these oratorical encounters have since taken prominent positions in their chosen professions, among whom may be mentioned Mr. Percy Ryan, advocate and lecturer in McGill University, and Messrs. Arthur Beament and Fred Magee, also members of the same distinguished profession.

“To many of us, however, and more particularly those of the “female persuasion,” the weekly appearance of the *Vox Lycei* was an event of paramount importance. Dr. Mark G. McElhinny, now a prominent dentist of Ottawa, and whose successor in the editorial chair I subsequently became, brought to the management of this literary infant, a capacity of no mean order, while we were indebted to our lady members for many a brilliant and witty contribution.

“Such was the success of our first venture that in the following season we organized a “Mock Parliament,” which held its sessions in the Convocation Hall, and over whose deliberations, Mr.

Nugent, as Speaker, performed his functions with dignity and impartiality. After the lapse of nearly eighteen years, I can recall with unmixed pleasure, the many instructive hours spent both in the humbler Debating Society and the more ambitious Mock Parliament, where Mr. Macmillan, Mr. Jolliffe, and Mr. Lafleur (then Modern Language Master, now Professor at McGill) lent willing and patient ears to our boyish efforts.

"Mr. Graham, the Premier of the Conservative Government was a fine specimen of our Canadian Scotchman, steady, canny, and pugnacious. But I think all those who flourished at that time, and are alive now, will agree with me that the palm as a speaker and natural-born debater must be awarded to Mr. Percy Ryan, the gallant leader of the Opposition, the promise of whose early years has been amply fulfilled in his later achievements. We even strayed into the realms of Dramatic Art, and presented a historical drama, in the Convocation Hall, the joint production of several of the senior boys, under the revision of Mr. Jolliffe, who always took a warm and vital interest in the studies, amusements, and welfare of the students generally. The year 1886 saw the close of my connection with the Collegiate Institute, as a student, but there has been many an hour since then, when I have wished myself back in the shades of the Alma Mater.

"The Ottawa Collegiate has always been very fortunate in those who have been selected to overlook the training of the future men and women of Ottawa. Too frequently, but little credit is given to the men, who form our ambitions and characters, and to whom in many cases much of our success is due.

"From the period of its inception till to-day many a young man has passed from the School and the Debating Society to take his place in the wide world, who owes a debt of gratitude to his masters, particularly to Mr. Macmillan and Mr. Jolliffe, who have been connected so long with the school, to the furtherance of its best interests. That they, and the masters associated with them, may long remain to carry on the good work so well begun, is the earnest wish of every old boy of the Ottawa Collegiate Institute."

The years 1884-1888 were marked in the history of the Lyceum by special activity and interest. The debates were frequent and well contested. The society was not so large as it now is, and as a consequence a member had more frequent opportunities to speak than at present. In some of these years one student would debate six or seven times besides speaking on matters of business and giving readings or contributing essays. Much practice naturally had good effects, and better individual results were obtained than in later times. Again, every year there were several open meetings of the society, at which special efforts were made, and thus a decided stimulus was given to the work of the society.

The business part of the sessions often brought out considerable discussion. For instance, every year the question of hiring a piano came up, and immediately several motions to adjourn followed (usually voted down), till finally a committee was instructed to procure a piano. In fact, the question seems to have been a general signal for strife. Another burning question was the relative rights of the president and the *Vox Lycei*. Concerning this the following entry appears in the minutes:—"The president stated that in spite of the executive committee he would continue to criticize the *Vox Lycei*." Later, in the same meeting, a motion was carried to the effect "that this society does hereby uphold the action taken by the executive committee in reference to the criticism of the *Vox Lycei* by the president." On these minutes being read, at the next meeting, the president refused to confirm them, when the secretary appealed from the ruling of the chair and was sustained by the society. Accordingly the minutes were signed "on behalf of the opinion expressed by the majority." Such incidents certainly did not make the Lyceum unpopular, but appear to have been merely the restlessness arising from excessive energy.

A feature of some of the meetings of these years was the number of readings given, sometimes two or three in one evening. Besides this, several times a year, a member would read an essay to the society—something almost unknown at the present time.



Some of the programmes are worth special mention as showing how things were done "in the brave days of old." On May 7th, 1886, a public entertainment was given, the first part of which consisted of music and reading, and the second part of a play called "The Heirs," composed by Mr. G. H. Bethune, the editor of *Vox*. In the caste were Miss Hunter and Messrs. Bethune, Ferguson, Cummings, Beament, Ryan, Connor and McElhinney. This was a red-letter day in the history of the Lyceum. On another occasion the programme consisted of five readings and a recitation.

The year 1887-8 was marked by the greatest activity in the history of the Lyceum. Weekly meetings began on September 30th, 1887 and continued to May 18th, 1888. Of these meetings three deserve special mention. On December 9th, 1887, the Lyceum took the form of a mock parliament, with Mr. Charles Sparks as Speaker, Mr. F. Magee as Premier, and Mr. Percy Ryan as Leader of the Opposition. After some skirmishing in due parliamentary form, Premier Magee introduced a bill for Imperial Federation. The Leader of the Opposition moved that "the present House of Commons views with disapproval the fact that Your Excellency's advisers have betrayed the confidence hitherto reposed in them by the people of the Dominion of Canada, by submitting to their House of Commons, a scheme which is foreign to the present needs and necessities; and that by so doing, this House of Commons recognizes such as a confession, on their part, of inability or want of inclination to deal with the practical questions with which is interlinked the future prosperity of Canada."

On March 2nd, 1888, a "Shelley" meeting was held, some items on the programme being an essay on the "Life of Shelley," readings and recitations from his works, and a discussion upon him, in which masters and pupils participated. It is unnecessary to point out how ambitious this programme was for a High School Society. On May 18th, 1888, the decennial anniversary of the Lyceum was celebrated by an entertainment held in Convocation Hall. The programme was lengthy and well chosen, consisting of



Executive Committee of Lyceum, 1897.  
Executive Committee of Lyceum, 1900.





songs, choruses by the Glee Club, recitations, class exercises with Indian clubs and bar-bells, and an essay by Mr. Ryan.

It must not be forgotten that a Glee Club flourished during these years.

But no feature of the eighties deserves more emphasis than the founding and progress of the official organ of the Lyceum, the *Vox Lycei*. After the *Philomath* was discontinued in June, 1883, no attempt at journalism appears to have been made in the society for some years. In January, 1886, however, the *Vox Lycei* was started, chiefly owing to the efforts of Mr. M. H. McElhinney, who was its first editor. It was a modest little paper, written on pages of about four by seven inches and covering between fifteen and twenty of such pages. In the prospectus the editor states the object of the paper is "To advance the interests of the Lyceum and of its members; therefore, the members should freely contribute to its pages. Prose and poetry, wit and wisdom are alike welcome, providing they possess originality." In particular the lady members, who then did not take part in debates, are invited to avail themselves of this means of taking a more active part in the work of the society. The paper is to be "independent in politics and devoted to the advocacy of the cause of temperance and humanity." The contents of the earliest volume of *Vox* do not differ widely from those of the *Vox* of to-day,—verses, a story of some length, called "The Haunted College," and letters to the editor. Probably the editor then received more help from other members of the society than he does now. Someone writes to ask why no names have been added to the honor roll for three years. How history repeats itself! There was a great deal of verse, most of it not up to the high standard of—say Alfred Austin.

There seems to have been in the eighties a rival society to the Lyceum—a Mock Parliament. On this as well as on the Lyceum a letter from an active worker in both, Mr. Mark G. McElhinney, throws considerable light. He says:—

"I did not take an active part in the Lyceum until '86. Re-

garding the Mock Parliament I believe that it was the most engrossing enterprise that ever interested the pupils of the Ottawa Collegiate Institute (of both sexes). Interest in this Mock Parliament so demoralized the routine of school work that I believe Mr. Macmillan stated that either the Mock Parliament or the Ottawa Collegiate Institute would have to go out of business. The Mock Parliament was thereupon dissolved.

"No history of the Ottawa Collegiate Institute would be complete without mention of that Mock Parliament. Wm. H. Graham was premier, under whose rule I held a portfolio. I forget the cabinet list, but think that Fred A. Magee, T. A. Beament, and Wm. Hardie also were members. Percy C. Ryan was the leader of the opposition, and was intellectually head and shoulders above the rest of us. N. Charles Sparks was one of the best men in the opposition.

"During the term of '86 the Lyceum was a centre of great activity. The meetings were well attended, and the debates were original and full of vigor. Percy C. Ryan was the best informed and most powerful debater. W. H. Graham was a slow, impressive and effective speaker. Victor Campbell was also considered a heavyweight. Wm. Hardie, John McNichol, F. A. Magee, T. A. Beament, George Bethune, N. Charles Sparks, and Lorne McDougall were active workers. There was a tradition to the effect that the Lyceum had once possessed a paper called *The Philomath*. I have a dim recollection of seeing a copy. It had been defunct for many years. The *Vox Lycei*, of which I have the honor to have been the founder and first editor is, I believe, still in existence.

"My opinion of the value of the work of a society such as the Lyceum is a high one. The mere acquirement of knowledge as a collection of widely different facts of more or less importance is a useful but not the most valuable means of education. Work in the Lyceum is to a certain extent a practical training. It is true education—this development of latent talents—and a wholesome stimulus to ambition.

"So far as a collegiate course can fit a pupil for after life in supplying certain mental tools and materials, it is well, but the work of a society such as the Lyceum teaches the pupil how to use these tools and materials—that is, teaches him to think, which is, or should be, the real aim of education.

"The pupils who in my time took the greatest advantage of the Lyceum training, are to-day the men who are making the best progress in their professions.

"In the present system of education, a society such as the Lyceum is a saving element, preserving the individuality of the student from annihilation in the mad and useless rush for percentages in examinations."

After being edited by Mr. McElhinney and Mr. Bethune the *Vox* fell into the hands of Mr. Percy Ryan. Part of his opening editorial is worth quoting as worthy to be a permanent aim of all future editors of the school paper. After announcing his intention to preserve the high standard of excellence the *Vox* had already reached, he amplifies as follows: "Nothing bordering on the vulgar will obtain entrance; slang will be carefully excluded. In regard to humor, which is by far the most dangerous department to manage, we are determined not to subvert the true literary standard of this paper to the outcome of rabid or senseless imaginations. Genuine humor, however, will be appreciated and will find a suitable place in our columns. We intend to make the *Vox* a literary paper. We shall not be content merely to uphold its past reputation, but our aim shall be to raise the standard of its literary worth. We appeal to the pride, the good sense, the generosity, and the genius of our school to uphold us in this resolve."

The influence of this high purpose is seen all through the volume, which is one of uncommon excellence for a school paper.

From the columns of *Vox* for this year (1887) we learn that a great election was held in the school. The Liberal standard-bearers were Messrs. Percy C. Ryan and Charles N. Sparks, while Messrs. W. Hardie and F. A. Magee represented the Conservative



party. The number of *Vox* just before the election contains well-written election cards announcing platforms, making promises, and asking support; notices from the returning officer, J. McNicol, as to time and place of election, and the agents of the candidates, also appear. Everything seems to have been done in due form and—the Conservatives won. In the following issue of *Vox* appear cards of thanks, of which the most elaborate is that of Ryan and Sparks. From it we make these extracts: "'Tis better to have fought and lost than never to have fought at all"; "We are proud to have had this chance of identifying ourselves still more closely with that large and heroic army of true Reformers who have lived at all times and in all countries"; "We extend our sincere thanks to all who voted for us, we bear no malice to those who voted against us, we forgive any, if there be any, who have maligned us." The full account of this affair in the old *Vox* makes excellent serio-comic reading.

With the fall of 1888 begins a new period in the history of the Lyceum. The former leaders, Ryan, Bethune, McElhinney, F. Magee, C. Sparks, Hardie, Campbell and others had gone, and new men came to the front—Blyth, Cross, McLean (S.J.), H. H. Horsey, and J. G. Gibson.

During this school year several matters of interest came before the society. In November, 1888, the list of officers was extended to include a critic. Heretofore, apparently, what criticizing had been done had come from the president, and this had at times caused friction. Henceforward a critic—generally a master—was appointed every term. For several years Mr. Macmillan performed the duties of this important office.

During this year ladies were first elected on the Executive. The former Executive of five was increased to seven, two of whom were to be ladies.

About this time a committee was appointed to arrange for a series of public lectures. Apparently this plan did not meet with great success. Two lectures were given, from which the sum of \$13.92 was realized.

In the spring of 1900 a short wave of musical enthusiasm swept over the society. Two committees were nominated, one to arrange to form an orchestra, and the other to see about reviving the Glee Club. Both found, however, that "as the term was near its close, it was inadvisable to take any definite steps."

Of the programmes of these years two similar ones are worthy of mention. At present it is almost impossible to get anyone to read an essay before the society, but at each of these meetings the reading of essays was the main feature. On February 21st, 1890, the following papers were read: "Digestion," by Mr. Gilmore; "Heat and its Properties," by Mr. McCurdy; "Etymology," by Mr. Jackson; "The Mineral Products of Canada," by Mr. Scott. In April of the ensuing year a similar programme was given, consisting in part of the following papers: "Jews in England," by Mr. Tarr; "The Life and Times of Edmund Burke," by Mr. F. B. Preston; "A Saxon Home," by Mr. Jackson.

It should be mentioned that during these years a prize was given for the best English essay, and that at these meetings the productions of the competitors were read.

Of this period Mr. J. Goodwin Gibson, who took an active part in the various lines of work of the society, writes as follows:

"Certainly the most interesting feature of the meetings in my first year was the *Vox Lycei*, edited by Bert Cross, who I fancy wrote the greater part of it himself. I particularly remember the series of articles which he wrote under the nom de plume of 'Kahwah.' After he left, the *Vox* was conducted by an editorial board, of which I was a member for three years, and, though we had some good contributors, I do not think we ever had any humorist of the same calibre as Kahwah. His humor was vital and spontaneous, while that of most of our contributors was plainly artificial. I think he dealt largely with current events in the school, so that those early volumes if extant would contain much valuable historical matter. In the later volumes which I knew that vein was little worked, the bulk of the contents being 'fiction.'

"Not many speeches made a lasting impression, but Herb. Horsey's apostrophe to 'Procrastination, thou thief of time!' in his inaugural address as president will never be forgotten by those who heard it. In those days too Percy Ryan then studying law in Montreal, used to come back to the Lyceum as a visitor and always gave us an eloquent harangue.

"A rather odd kind of performance was Evans Jackson's whistling solo. Whatever musical gifts he had were purely natural and usually exercised only for his own delectation; but he was persuaded to appear one night at the Lyceum. Though he did not know what bashfulness was, still there was to him something awkward in standing before an audience and whistling. So he hit upon the idea of fanning himself with a piece of cardboard, and so he stood fanning and whistling. Poor Jackson. He was man rather than boy, not long out from England and self-made—an earnest student, a writer of verses too, but compelled to eke out a living by delivering newspapers. This probably injured his health, for before long he was carried off by consumption.

"It was in 1888 or 1889, I think, that the girls were first represented on the executive committee, though they always contributed to the programme pianoforte selections and recitations. Of the reciters, the Misses Heinrichs and Gibson are the only ones whom I remember. They did not take part in debates, nor did they ever preside.

"Some minor changes in the constitution were the addition of the office of critic, first held by the Principal, and then by other members of the staff; and the election of a new president every month, so as to give more boys the chance of holding that office. Looking back I feel that the experience I got by being in the chair was the most valuable result of my connection with the society. The meetings were always conducted with a strict regard to the rules of Parliamentary procedure, and points of order were hotly debated, which furnished better practice in speaking than the set debates. In such contests, it was generally felt that the girls held



the balance of power. He who hoped to gain his point had to use not only cogent arguments, but all the other subtle influences to which the feminine vote might be susceptible.

"My memories of the Lyceum are those of hours of great pleasure and great profit combined."

In striking agreement with Mr. Gibson's opening words is a sentence in Mr. Cross's first editorial: "And when in the future they (members of the Lyceum) part asunder and are engaged in other and larger spheres of action, if they sometimes pause to recall their school days, we hope that not the least delightful memory will be of those moments spent in listening to the *Vox*." Never, as far as we know, in the history of the society have there been better editorials than those written by Mr. Cross. The subjects are suggestive: "The Lyceum as a Literary Society," "The Lyceum as a Scientific Society," "The Lyceum as a Debating Society," "School Pride," "Ladies in the Lyceum,"—these subjects are treated seriously and thoughtfully in articles varying from five to eight hundred words in length. Notwithstanding the marks of immaturity in his writing, one cannot fail to be impressed with the promise of Cross's work.

Mr. S. J. McLean, now Professor of Economics in Leland Stanford University, California, himself one of the most active members of the Lyceum, has contributed the following interesting and suggestive sketch:

"In the late eighties the contest for supremacy in the Lyceum between the Upper and Lower Schools was constant. The Upper School thought that by right of seniority, and possibly, in proportion to numbers and its greater interest in the work of the Lyceum it had the right to rule. The Lower School in addition to its interest in the society had the advantage of numbers. And so the Upper School constantly faced the question how best to divide and govern. Once we had a Lower School editor of the *Vox*,—poor E. F. H. Cross—and then the trouble came to a head. A letter, purporting to come from a Lower School man, appeared in the *Vox*

animadverting upon the 'brainless donkeys of the Lower Third.' Had the men of the Lower Third been older they might have waited and laughed—perhaps, however, they wouldn't. But speak about tempests and teapots! At once the editor of the *Vox* was censured in the executive committee of the Lyceum in a resolution introduced by a Lower Third man. And then the discussion came up in the Lyceum. Cross who was a speaker of great natural parts, and of oratorical skill beyond the average, handled himself with consummate ability. When he said 'all this discussion has been caused by donkeys' there was an uproar and points of order were many; then he rejoined 'I said the word not the object Mr. Chairman.' Our Head-Master, the ever kindly critic and guide of many a generation of Collegiate boys, endeavored to side-track the discussion by showing us a copy of an early edition of the *London Times*. And the way in which he discussed the features of this unique edition seems especially interesting when in after days one recalls the heat of the student debate into which the discussion concerning '*The Thunderer*' was interjected. And what came of the discussion? Student resentments though intense happily are not long. But it was in such discussions, when in the heat of the moment we spoke on topics which were part of ourselves, rather than when we delivered set speeches on such topics as 'Resolved that we owe more to Greece than to Rome,' that we received in greater degree that benefit of training in the Lyceum which has meant so much in the after life of all those who have been privileged to be members of the Lyceum. We had our quarrels in debate on points of order, on constitutional changes and on many another matter. But we always struck in the face. And we felt then, after it all, what the boys feel now, the feeling so well expressed in the words of our brilliant but erratic fellow-student, poor Cross, who came closer than any other to being our poet laureate—

'There are boys in the East,  
There are boys in the West,  
There are boys both far and nigh  
But the boys that are the very best  
Are the boys of the O. C. I.'"

Another member who took an active part in the society's work in the later eighties was W. J. Macdonald, now pastor of First Presbyterian Church, Hyde Park, Mass. He writes:

"The *Vox Lycei* was always the centre of things to me, and was a weekly treat. I enjoyed editorial labor upon it as much as any part of the society's work which fell to me. I should say that the society was a real and substantial benefit to me, perhaps as much so as any one branch of study pursued in the Institute."

Mr. H. S. Macmillan makes the following comparison between the Lyceum meetings of the later eighties and those of the present time:—

"It might be interesting to compare the meetings of those days with those of the present. The general style of the programmes was much the same as it now is. Debates then, as now, were the chief features, and the reading of the *Vox* was always considered a very important item. There was music too, at almost every meeting. The literary programme was then of a more varied nature than at present. Very frequently an essay was read, and occasionally too, there were impromptu speeches. I think the impromptu speeches were taken a little more seriously than they are at the present time. The regular meetings of the Lyceum were then held in one of the large class-rooms, the Convocation Hall being utilized only for open meetings. These were held at stated intervals, and a special effort was put forth to provide an attractive programme. The open meetings were always attended by a number of outside friends of the school, ex-pupils and others.

"I notice one respect in which there has been a decided advance since my time. I refer to the active part which the young lady students at present take in all the work of the society. At that time the ladies assisted only in the lighter parts of the programme. They confined themselves strictly to music and recitation. It was considered a very radical move when two young ladies were appointed on the executive committee. The other offices were



sacred to the sterner sex, and a young lady president was never dreamed of. A young ladies' debate at that time would have stirred the school to its very depths.

"In the winter of 1889-1890, there were a number of good speakers in the school, whose fame attracted the Y.M.C.A. debaters, and, as a result, a debate was held in the Y.M.C.A. hall, where the Collegiate boys proudly vanquished their opponents. After the debate, the audience gazed in wonder while the enthusiastic O.C.I. supporters took possession of the platform and gave their successful trio the famous 'O.C.I. bounce.'

"Prominent among the good debaters of that time were Percy Ryan, now a brilliant Montreal lawyer, O. E. Culbert, barrister, of this city, Herb. Horsey, now in the Insurance business in China, E. F. H. Cross of Toronto, S. J. McLean, Professor of Economics in Leland Stanford University, California, and Gordon Lamb, whose eloquence was afterwards heard when he was a student at Toronto University.

"It is a noteworthy fact that the O.C.I. boys who had taken most advantage of the training afforded by the Lyceum work quickly forged to the front in the somewhat turbulent politics of the Toronto University Literary Society. The careers of John McNicol, Lorn McDougall, and S. J. McLean are examples of this, and that same training is now helping many O.C.I. graduates in their more important life-work."

In February, 1892, a somewhat novel programme was presented. Nominations for mayor and aldermen (one alderman from each form) had been made at the meeting on the 19th, and on the following Friday the elections were held. Most of the candidates were elected by acclamation, but there was a stubborn contest for the positions of mayor and of representative of Form II—a contest won by Messrs. R. Bell and W. Alexander, respectively.

During these years a marked feature of *Vox* was the leading editorial. Generally it was serious in its nature and dealt with scientific or literary topics. For instance, the phonograph and the

telephone are explained in two articles, while Chaucer, Ben Jonson, Ruskin, Wordsworth, and Carlyle are a few of the many literary men whose lives and works receive brief notice. No doubt a certain amount of benefit was derived from all this, although most of these sketches suggest that an encyclopædia proved to be "a very present help in time of trouble."

Owing to the fire which caused the pupils to be scattered for some months there ~~were~~ no meetings of the Lyceum from January 27th, 1893 to November 16th, 1894. The year 1894-5 proved, however to be one of the most stirring in the society's annals.

During the winter of 1895 there was a memorable clash (dare I say row?) between the editor of *Vox* and the executive. For some reason the executive committee passed a motion that the editor of *Vox* should every Thursday submit that paper to them for inspection. This the editor naturally refused to do, and threatened to resign if the motion were not withdrawn. The motion was not withdrawn, nor did the editor resign; consequently the executive appointed three of its members to prepare the next *Vox*. At the next meeting there was a very heated discussion and finally a number of the boys resigned from the society. The letters of resignation are interesting: pointed, emphatic, some almost vituperative. In the debate over this "Morgan distinguished himself by a slashing attack on the executive, after which a vote of censure was passed on the unfortunate committee. Then when their opponents in triumph pounded down the stairs, the executive grasped their opportunity and in the absence of their foes (no motion to adjourn having been made) the motion of censure was rescinded and all account of it ordered to be omitted from the minutes."\*

At the open meeting in April of this year there was a novel feature on the programme. In the words of the records, "a number of the boys took possession of the platform and in grand style gave the school "yell" to the great surprise and delight (?) of the

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\*Extract from a letter by Rev. Robt. Turley.

audience." Mention must also be made of the excellent work done by the Glee Club, under the leadership of Mr. L. H. Alexander, M.A.

The year 1896 was a quiet but profitable year. There were, however, a few special features. On February 14th the meeting took the form of a mock parliament, of which Mr. R. Kenny was Speaker, Mr. C. Ballantyne, Leader of the Government, and Mr. Funnell, Leader of the Opposition. The question under discussion was "That the Government give a grant of one million dollars for militia."

Two weeks later, for the first time, I believe, in the history of the society, ladies took part in a debate. The speakers were Misses Maybee, Downing, S. Bowles, and E. Young, and at the conclusion of the debate "a beautiful bouquet was presented to each by Mr. Macmillan, on behalf of the lady members of the society." Some weeks later there was a three-sided debate, a very unusual thing, on the respective merits of Annexation, Independence, and Imperial Federation as aims for Canadian statesmen.

The winter of 1897, saw a remarkable innovation in the conduct of affairs in the Lyceum. In January of this year, for the first time in its history, the office of president was filled by a lady, Miss Hattie Smirle. The innovation proved a success, and since that time, as the list of officers shows, ladies have had their fair share of the honor and responsibility of presiding.

During this term two meetings were of special interest. On March 4th in the Y.M.C.A. Hall there was a debate between representatives of the Lyceum and of the Ottawa East Debating Society. The subject sounds familiar this year ('94),—"Resolved that the British Colonies should be united under a scheme of Imperial Federation including Commercial Union as advocated by Hon. Joseph Chamberlain." Though our representatives, Messrs. J. Watterson and A. Armstrong ably upheld the affirmative they failed to win. Some weeks later the principal feature of the programme was a "Mock Trial." The editor of *Vox* was charged with publishing a



defamatory libel against Mr. A. H. Askwith. Mr. A. H. McDougall, B.A., acted as judge, Mr. R. M. Stewart as counsel for plaintiff, and Mr. Edwards as counsel for the defendant.

One of the features of this school-year was the publication of a souvenir edition of *Vox*. The editor-in-chief was Mr. F. A. Watterson ; the assistant editors, Misses E. Young and H. Smirle, and Messrs. Richard Kenny and R. M. Stewart. In it appear a brief sketch of the history of the school, notes on current school topics, an interesting article by S. J. McLean (now Professor McLean), and a dramatized version of the mock trial held a month or two before.

One noteworthy thing about all these years, however, is the large number of new members ; the society kept growing in size.

These somewhat bare outlines of the Lyceum work for the years 1895-1898 may be supplemented by extracts from letters by old members. Miss Harriet Smirle, (now Mrs. Wilson), one of the most active members of the nineties writes as follows :—

“ The Lyceum had its periods of lethargy, but it never ceased to be of interest to the majority of the students. The winters of 1895 and 1896 were seasons of unusual life and development, culminating in a regular renaissance in the fall of 1897.

“ Debates of no inconsiderable merit were indulged in by members of the top forms, while the lower forms listened in awe-struck admiration as their seniors held forth on such learned subjects as, ‘ Corporal Punishment,’ ‘ The Abolition of the Senate,’ and ‘ Canada’s Place in the Defence of the Empire.’ There was nothing giddy about these debates,—debaters, students, and teachers took them as seriously as if they emanated from the floor of the House of Commons. The judges decided these Friday afternoon contests with as much deliberation, prudence, and dignity as though the fate of nations depended on the result. It was surprising how many good points they could see in the nervous, anxious beginner, and how many weaknesses in the assured, knowing ones. Perhaps this more than anything else inspired the students to seek that proficiency which many of them attained afterwards.

"Those were the days when the lower forms were markedly deferential—almost anything the top form did passed. Their hero-worship received something of a shock on that great day when the boys from Mr. McDougall's form, downed the boys from Mr Jolliffe's. Impromptu speeches, however, were the great levellers. All alike took part in these :—junior strove with senior, boy with girl in his endeavor to impress the assembled magnates that ease and fluency in public speaking were part of his inheritance, that he had been brought up on the platform, and this was mere fun. However well-meaning he didn't always succeed. But it was interesting to notice how demoralizing shyness, and a paucity of uninspired words, gradually gave way to a self-possession and quick, ready grasp of a subject that served the students well in after life. When one can get up before that most trying of audiences, one's everyday chums and class-mates, anxious not so much to discern merit as to find some slip, something to 'guy' you about after, when one can summon up under such harrowing circumstances some sage reflections on, 'Springtime,' 'Girls,' 'The New Teacher,' 'Keeping-in,' etc., etc., the thorny problems of after life come easily and naturally to a quick settlement.

"It was at the beginning of the session of 1897 that a new feature came into the life of the Literary Society, an old power long in subordination suddenly sprang into fresh vigor and the girl-students became the leading spirits. Heretofore although the girls had been unfailing in their attendance and interest, they had been content to take a secondary part in proceedings, leaving all the glory going to the boys. Their aspirations had never soared beyond the limited glory of contributing to the musical numbers on the programmes, reciting, or very occasionally, responding to an urgent invitation to give an impromptu speech. Their participation in the executive was indicated by the presence of one or more girls at rare committee meetings—but they were regarded probably more as constitutional necessities rather than as active participants in the administration of the society's affairs. But in the fall of

1897, whether it was because of that general feeling for independence among womankind the world over, or because it was felt that the society was in need of a new feature, a new excitement, or, as was most probably the case, the students felt that ability was not confined to one sex,—girls were elected to offices of importance. For the first time the society had a girl president. Girls debated, gave speeches, ran committees, even composed and read *The Vox*. At first the boys looked on indulgently,—they were not in the least jealous, just a little hopeless for the prosperity of the society, that was all. However, the Lyceum prospered strangely. The meetings that winter were full of interest, and the attendance and enthusiasm of the students never flagged. There were many humorous incidents in connection with impromptu speaking. One day Miss B. consented to make her maiden-speech if she were given the subject, 'My favorite author.' The president had supreme power in this—he it was who handed out the ominous little slips of paper on which was written the subject for discussion. He was 'primed' and agreed to give Miss B. the coveted subject. But fourth formers are never above a little joke—and besides Miss B. had scored on a deduction that day when Mr. L. had failed at the board. She trod up lightly, thinking of how easily she would convince everybody that Kipling was the great genius of the ages. The little paper rustled pleasantly as she opened it, and there was written on it in large type, 'Look out! your back hair is coming down.' With one horrified clutch at the back of her head, she retreated precipitately, ingloriously, without having broken the peace, and spent the rest of the day in planning an elaborate revenge. It didn't transpire—school revenges seldom do. Before our plans reach maturity the injury is forgotten.

"Another remarkable speech of that session was on 'Boys and their frailties.' The subject was inspiring, and the eloquence of the fair speaker so telling, the treatment so exhaustive that the president, being a man, rang her down, to save unpleasant disclosures.



"One of the most memorable debates was a so-called 'im-promptu' between four of the fourth form girls. Heretofore girls had seldom debated and then only when supported by a manly form on each side. On this occasion the four had to be warned a week ahead, so as to get their nerve up to the strain,—and their 'points' incidentally. They took their places at the front, the light of a noble resolve shining on each face. Each had one great dread that 'words might fail her and she wouldn't be able to think of a thing to say.' It was a most unnecessary worry, as the next half hour of excited discussion proved. There seemed to be an inexhaustible fund of verbiage; *words* never failed them, but *patience* threatened to do so more than once. The subject was, 'Resolved, that a northern climate is more desirable for residence than a southern.' The war of the North and South waged hotly. The Northerners never imagined that there could be such ideal conditions for self-realization among monsoons and poisonous reptiles; the Southerners had no idea that polar bears and ice-fields formed such a desirable environment. Neither side convinced the other, but the torrent of eloquence of the Northern faction convinced the judges, though their loyalty to their native land may have biassed them in favor of that side.

"The *Vox Lycei*, the literary organ of the students generally kept up a high standard of excellence for a Collegiate publication. A good essay, poem, or class-room joke never failed to find recognition. Carl Baker was one of the most noted humorists of those days. Something was always appealing to his sense of humor, and his friends dreaded coming under the ban of his displeasure in case they should hear themselves 'read out' the next Friday, in allegory, parable or open invective. The lower forms and their attitude towards the teachers, with illustrations, was generally a fruitful source of interest. Teachers had to be circumspect; all their little weaknesses were carefully noted by the enterprising editor. However the humor in the joke column was pure and wholesome,—students were never wanting in respect for their mas-



MISS ELIZABETH A. TOMKINS,  
Junior Math. and English.



MISS BESSIE M. SCOTT,  
Junior English.



MISS ALETTA E. MARTY, M.A.,  
Senior Modern Languages, (a Specialist.)

THE THREE LADIES OF THE STAFF, 1903.





ters. A great deal of good fun as well as intellectual stimulus lay between the covers of the *Vox*.

"On the whole the Lyceum is an integral and indispensable feature of our Collegiate life, whose value perhaps does not come to us all till we are out in the larger life. Many an aspiring debater first learned self-possession there, and many a 'mute inglorious Milton' sprang into some degree of glory and self-confidence—through contributing to the *Vox*. Though there was always a great deal of fun and enjoyment about the meetings, that element never defeated the primary object for which the society was founded—the Lyceum never failed to stimulate and enrich the intellectual life of the students of the O. C. I."

Miss Margaret Young contributes the following account of an amusing incident:—"Once there was an instrumental trio that gave the meeting a good laugh. The school boasted of but one piano seat and, as it was clearly impossible for three girls to sit on it at one time, it was necessary to use three chairs. But the chairs were too low. So after some planning and practising beforehand, it ended in the three marching, one after the other, to the piano, each carrying one of the big lexicons, to be put on her chair, and quite unmindful of the sacrilege that was committed. The procession wound up with the roll of music, which on account of its extreme old age and dilapidation, was entrusted to one of the other girls, so that its leaves might be turned with more care than the nerves of the performers would permit. At the end each picked up her lexicon and departed amid cheers."

Mr. E. J. Carson, a former president, now in Winnipeg, writes as follows:—"About the only debate I recollect distinctly is the one in which Ostrom distinguished himself by proving conclusively that life is not worth living. Then there was the mock trial of Askwith which created quite an undertone of excitement among the students, in which Stewart and Edwards appeared as counsel, and which Stewart afterwards reproduced with considerable additions in the Easter edition of *Vox Lycei*. I remember also that, in some

ways, brilliant genius, Bolton, who was rather erratic in debate, though he gave us some selections of poetry of his own composition, which at that time I thought very good indeed. R. H. Armstrong I remember, too, on several occasions in debate or discussion gave early promise of that earnest, yearning, self-forgetting and attention-arresting style that to-day gives him such a strong hold on his audience in his pulpit declamations.

"As to the general value of the society's work, one cannot speak too highly of its benefit. Of course there is always the usual value of such organizations in aiding the timid speaker, reciter, singer or musician to gain confidence, and in training its members gradually in methods of public procedure. But it seems to me that the Lyceum at the Ottawa Collegiate Institute has, by bringing both sexes and all grades together on a common basis, had a special mission, which athletic sports, too, have always fostered; that of creating and maintaining among the students an *esprit de corps* which makes the graduates look back with fond recollections to the days spent within and about the old familiar walls, and always gives them a peculiar fellow-feeling for one another if ever they chance to meet later out in the cold world of reality."

From a letter from Messrs Mac. B. Davidson and Sidney McMorran, schoolmates and later collegemates at "Old McGill," these extracts are taken:—

"The experience in organizing and management, which work on the executive committee gave us, has stood us in no little good stead since. We cannot speak too highly of the freedom, wise as we believe it, which was given the students by the staff in control of their literary society.

"Just now the only promising speakers we can recall to mind were Messrs. Pushman and Timberlake. Mr. Funnell, while somewhat of an orator, we remember chiefly on account of some excellent original essays on the 'silver question' which he read before the Lyceum. *Vox* was especially successful under the hands

of Miss Clemow and Messrs. Askwith, Baker and Fleck. Also we have in our possession, among our cherished and valued archives, a copy of the *Vox Lycei* which was printed and published in most attractive form, with several illustrations.

“From whatever standpoint we look at it, the Lyceum remains for us as the place where we spent some of our brightest moments while attending the old O.C.I.”

The pages that follow are chiefly from the pen of Mr. L. B. Kingston, who was, during the years he writes of, one of the most enthusiastic and valuable members of the society.

“During the years 1898-1903 the Lyceum was on the whole exceedingly prosperous. There were many good debates, a few excellent ones; one year a mock trial and a mock parliament were held; another year an afternoon was devoted to after-dinner speeches, and at an evening meeting part of the *Merchant of Venice* was presented. The *Vox Lycei* during those years was under the management of some very able editors who have set a standard which will be hard for their successors to maintain and exceedingly difficult to excel.

“In the first year of this period, that is the year 1898-1899, the Lyceum was in good condition though the number of debates was small. The *Vox* in the hands of Mr. T. S. McMorran and Mr. J. G. Fleck was quite up to the mark, however, as were also the other parts, musical and literary, which went to make up the programmes.

“In the next year, 1899-1900, the society had perhaps its most successful year of this period. The debates held were numerous and good; a very amusing one, an impromptu, on the subject, ‘Resolved, that women should not wear feathers,’ will, I have no doubt, recur to all who attended the meetings of the society that year. The affirmative was taken by Misses McEwen and Ardley, the negative by Messrs. Musgrove and Wood. The arguments of the speakers and the manner in which they were put forward provoked a great deal of laughter. The judges gave the



decision for the affirmative, but whether the ladies followed up the principles they had been advocating so strongly I do not know.

"In this same year a mock trial and a mock parliament were held, and both proved well worth the trouble of organizing them. Beyond remarking that the mock trial was very good I shall not dwell on it. The subject discussed by the mock parliament was 'Preferential Trade,' the government being represented by Messrs. Pushman, Wood, Ross and Bray; the opposition by Messrs. Rose, Nobles, Musgrove and White. These gentlemen handled their subject in an able manner and made it most interesting."

The *Vox* this year was in the hands of Mr. R. G. Pushman and Mr. H. J. Rose, and a neatly printed number was issued at Easter. Special mention ought to be made of Mr. Rose's efforts as war correspondent, Mr. Pushman's contributions in the *habitant* dialect, and Miss McEwen's editorials on the theme, "Think upon your feet."

It is chiefly to this year that the following letter from Miss Mary Ardley, B.A., refers. Miss Ardley's success in intercollegiate debating in Toronto while she was an undergraduate at Macmaster, may, to some extent, be due to her training at the Lyceum.

"One of the most prominent features of the Lyceum was the frequency of debates, many of which remain fresh in my memory still. But there was one noteworthy debate, which proved of great interest to the students and their friends. It was in the form of a mock parliament, and the subject discussed was the question of a preferential tariff. Perhaps no speakers on the floor of the House of Commons could have presented the *pros* and *cons* of the case more clearly than did the boys that night, for they spoke as strongly and earnestly, as if it really depended on them whether or not that policy should be carried out.

"There were good arguments, ably presented, on both sides, with clear logical reasoning; and with the stratagem of politicians the speakers appealed to the different phases of human nature,—now to patriotism, and now to self-interest, Living in the capital,

they had an intimate knowledge of the ways of Parliament, and varied proceedings by occasional charges and counter-charges which called forth the laughing applause of friends and a quiet admonition from the Speaker.

"There were those who learned to make good impromptu speeches, but the best test of a pupil's ability was in debate, in which many gave promise of great things in the future. Of these I can mention but a few. There was Morris Macdougall, a deep thinker who spoke with much ease and without any apparent nervousness; Gordon Fleck, logical and clever, with a bright attractive manner of speaking; R. George Pushman, clear-headed, quick to see weak points in his opponent's arguments, and always ready to answer, logical and interesting. There was also Ralph Timberlake, thoughtful, very much in earnest, and full of his subject; Arthur McGregor and Harry Nobles, both able and attractive debaters, earnest and argumentative; and others.

"Nor was public speaking confined to the boys alone; several of the girls were also well able to uphold the honors in speech-making and debate. Those who heard them have not forgotten Eileen Clemow, the bright, eager speaker who brought forward such clever arguments; nor Bessie Thompson, so calm and deliberative and yet so convincing; nor Grace Scott, with her bright speeches and good arguments. Nor should we omit Miss McEwen, with her slow, deliberate utterance, her pleasant, natural manner, and her touches of humor; nor Mary Blackadar, bright and pleasant, with an easy flow of speech.

"The constitution was so nearly perfect when drawn up that few changes were necessary, but in my time, at least one improvement was made. It had been customary to elect an executive committee each term, but it was thought advisable to have a new one monthly; so after much discussion, both for and against the proposed change, the motion was put to the society and carried. For that year, at least, the change was justified, for each committee vied with its predecessor in endeavoring to get up a good pro-

gramme, with the result that the meetings were especially bright and interesting.

“Of the good the society accomplished I cannot begin to tell. It gave us such a training in parliamentary rules and proceedings, that, if no other good came of it, it has earned the right to exist. It cultivated our literary taste by its programmes of choice readings and addresses, to say nothing of the educational value of the *Vox Lycei*, which profited both its readers and its editor. The Lyceum was of incalculable value in training its members in debate and public speaking; we learned, too, how the business part of a meeting should be conducted, as well as some of the trials that fall to the lot of those responsible for good weekly programmes. The critic, too, gave us wise and timely suggestions which were usually followed out in the same good spirit in which they were given. The Lyceum brought out the capable, but sometimes diffident pupils, and showed those who had executive ability and could lead, as well as others who worked well in less conspicuous places. The value of the work which this society has done and is still doing, cannot be estimated, and the sincere hope of all who have ever enjoyed its privileges is that it may still continue for many future years in the good work it has already done.”

From the contributions by Mr. L. B. Kingston the following paragraphs are taken: “In the following year, 1900-1901, the executive found it difficult to maintain the high standard which the literary part of the programmes had reached the preceding year, but the *Vox* from the pens of Miss R. Orme, Mr. R. M. Timberlake and Mr. C. E. Hibbard was as good as ever. There were no debates that year which occur to me as worthy of mention in this limited space, but one afternoon two former members of the Lyceum, Lieut. Gordon Stewart and Corp. Douglas Lyon, who had both seen service with the first contingent in South Africa, were prevailed upon to attend the meeting of the society and relate some of their experiences. Their little lecture proved remarkably interesting, and when it was over the only wish of those present was for more of it.



“In the year 1901-1902 the meetings at first were an improvement on most of those of the preceding year, but toward the end of the term, they fell to a lower standard. That year a debate between the third form, represented by Messrs. Dunlevie, Payne, and Gerard, and the fourth, represented by Messrs. Kingston, Anderson, and Brennan, took place on the subject: ‘Resolved, that the Government should prohibit the proposed sale of the Canada Atlantic Railway to American capitalists.’ The debate was won by the representatives of the fourth form, who had argued the negative side of the question. It created a good deal of friendly rivalry, but a challenge issued by the winning form to debate with any form or forms in the school was never taken up.

“The *Vox* at different times this year was under the management of Miss M. C. Payne, Mr. G. E. Brennan, Mr. G. P. Howlett, and Mr. C. H. Payne, and was fully up to the standard. During this year the glee club was revived, and choruses, two-part songs, and rounds again were heard in the meetings.

“And now I come to the last season of the Lyceum. The outlook for a good year for the society was gloomy enough and nothing was done till the beginning of January. Then the society was started on a term which proved fully as successful as that of 1899-1900. The number of debates held was large and the quality very good. An innovation was made one afternoon by having in place of the customary debate a mock banquet, if so it may be called, for there was no banquet, and only the after-dinner speeches were indulged in. Mr. A. H. McDougall acted as toast-master, and thirteen or fourteen members of the third and fourth forms proposed and responded to the toasts. A great deal of interest was taken in this, and the affair proved a great success. At the end of the term an evening meeting of the society was held, and the trial scene from the *Merchant of Venice* presented. Those taking part were: Miss M. Masson, Portia; Miss C. C. Henry, Nerissa; Mr. O. Workman, Shylock; Mr. F. Dunlevie, Duke of Venice; Mr. L. B. Kingston, Antonio; Mr. R. M. Graham, Bassanio; Mr. H. Meldrum, Gratiano; Mr. H. B. White, Salerio; Messrs. J. R.

Mills, N. H. Hay, C. M. Ross, and V. Dawson, magnificoes. Footlights and other electrical stage connections were installed by Mr. B. Brown, and this made the hall look quite theatre-like and contributed in a great measure to the success of the meeting.

"The *Vox*, edited by Miss H. McNicholl, was as good as could be desired.

"During these five years the Lyceum has been successful in its mission to give the students a chance to learn a little of the art of public-speaking. Without a doubt there will be many a businessman, lawyer, judge, or member of parliament in the years to come, who, as he closes a telling address before the directors of a company, before a law-court, or in the House of Parliament, will think of the time when he made his first halting attempt at public speaking before the Lyceum in the Ottawa Collegiate Institute."

It would not be right to close this chapter without some reference to the work of the secretaries for the different years. These officers have done a great deal of work, and in general the work has been well done. They themselves doubtless have profited by the training involved, and have been able more efficiently to discharge duties imposed on them in after life because of the practice they had in keeping the minute-books of the Lyceum. Minute-books are usually the driest kind of reading, but occasionally while looking through these records one is confronted by a picturesque or humorous touch. For example, "The meeting came to order with half the members present behind the pillars and Mr. Fenton in the chair." And again "The chairman called for more new business, announced that there would be no meeting next Friday, and pronounced the meeting adjourned, with a suppressed 'Merry Christmas and Happy New Year' to the backs of the retreating belles."

In conclusion, I must acknowledge my indebtedness to many old pupils who have assisted me in preparing this chapter. Without their aid it would have been impossible for me to do more than give the merest outline of the history of this society.

Let me express the hope that the Lyceum may flourish in the future as it has done in the past, and with even greater vigor. May it be wisely directed, and may the students make good use of the various opportunities for improvement that it offers; so that year by year an increasing number may look back with pleasure and thankfulness to the scene

“Where once we held debate, a band  
Of youthful friends, on mind and art,  
And labour, and the changing mart,  
And all the framework of the land ;  
Where one would aim an arrow fair  
But send it slackly from the string ;  
And one would pierce an outer ring,  
And one an inner here and there.”

And some, let us hope, would cleave the centre.

W. J. SYKES.

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PRESIDENTS OF THE LYCEUM.

W. Walker .....	1884	H. H. Hurdman .....	1890
J. F. Orde .....	1885	O. E. Culbert .....	1890
W. A. Graham .....	1885-6	W. A. Scott .....	1890-1
W. Hardie .....	1885-7	J. H. Larmouth .....	1891
J. May .....	1885	F. B. Proctor .....	1891
H. Wilson .....	1885	S. R. Tarr .....	1891
W. A. Stewart .....	1885	George Gilmore .....	1891
Percy Ryan .....	1886-7	W. J. Macdonald .....	1891-2
N. Ballantyne .....	1886	A. J. Kerr .....	1892
J. McNichol .....	1886	F. Scott .....	1892-3
F. A. Magee .....	1887-8	W. G. Fitzgerald .....	1892
J. F. Johnson .....	1887	W. H. Alexander .....	1892-3-4
W. J. Simpson .....	1887	A. W. Tanner .....	1892
J. F. McGillivray .....	1887	S. McDougall .....	1892
C. N. Sparks .....	1887	A. McDougall .....	1895
R. J. Chisholm .....	1888	E. W. Richards .....	1895
N. F. Connor .....	1888	C. F. Ballantyne .....	1895
W. Macoun .....	1888	R. Turley .....	1895
H. A. Howell .....	1888	G. McKinnon .....	1895
J. F. Blyth .....	1888-9	R. M. Stewart .....	1896
J. J. McLean .....	1888-9-90	C. K. P. Henry .....	1896
H. H. Horsey .....	1888	A. F. Chamberlain .....	1896
E. F. H. Cross .....	1889	Richard Kenny .....	1896
Geo. A. Lindsay .....	1889	O. K. Gibson .....	1897
G. L. Lamb .....	1889	C. H. Askwith .....	1897
C. C. Chitty .....	1890	T. A. Watterson .....	1897
J. G. Gibson .....	1890	E. J. Carson .....	1897



PRESIDENTS OF THE LYCEUM—*Continued.*

H. M. H. Smirle.....	1898	Flossie M. Allan.....	1901
W. D. Lowe.....	1898	R. J. Hand.....	1901
C. I. Chubbuck.....	1898	L. Tompkins.....	1901
T. S. McMorran.....	1898	A. H. Taylor.....	1901
Morris McDougall.....	1899	Marion I. Whyte.....	1901
A. G. Scott.....	1899	Geo. Fenton.....	1902
Mac. B. Davidson.....	1899	L. B. Kingston.....	1902-3
R. G. Pushman.....	1889	M. G. Odell.....	1903
B. H. Thompson.....	1900	J. R. Mills.....	1903
R. Timberlake.....	1900	E. O. Jackson.....	1903
M. O. Ardley.....	1900		

## SECRETARIES OF THE LYCEUM.

J. McNichol.....	1884-5	F. Fee.....	1895
G. H. Bethune.....	1886	A. F. Chamberlain.....	1895
Percy Ryan.....	1886	C. H. E. Askwith.....	1896
J. F. McGillivray.....	1887	O. K. Gibson.....	1896
A. J. Muckleston.....	1887-8	A. H. Armstrong.....	1897
E. F. H. Cross.....	1888	T. S. McMorran.....	1897-8
A. McFarlane.....	1889	Thos. A. Cuthbertson.....	1898
J. H. Larmonth.....	1890	J. G. Fleck.....	1898-9
F. B. Proctor.....	1890	Chas. E. Hibbard.....	1899-1900
W. J. Macdonald.....	1891	F. Eric Brennan.....	1900-1-2
J. W. Mooney.....	1891	L. B. Kingston.....	1900-1
C. T. Bowles.....	1892	Geo. Fenton.....	1901
A. F. Leggatt.....	1893	T. Oswald Workman.....	1902-3
Geo McKinnon.....	1894	A. G. Stewart.....	1903

## EDITORS OF VOX.

M. G. McElhinney.....	1886	Carl Baker.....	1897
G. H. Bethune.....	1886	R. M. Stewart.....	1897
Percy Ryan.....	1886	C. I. Chubbuck.....	1897
J. McNichol.....	1887	B. T. Bolton.....	1898
F. A. Magee.....	1887	Harriette Smirle.....	1898
W. Macoun.....	1888	T. S. McMorran.....	1898-9
N. F. Connor.....	1888	Eileen Clemow.....	1898-9
E. F. H. Cross.....	1888-9	J. G. Fleck.....	1899
S. J. McLean.....	1889-90	C. J. McEwen.....	1899
J. T. Blyth.....	1889	R. M. Timberlake.....	1900
J. G. Gibson.....	1889	R. G. Pushman.....	1900
H. H. Horsey.....	1889	D. Ross.....	1900
L. Lalonde.....	1889	Muriel C. Payne.....	1900-1
A. J. Kerr.....	1891	C. E. Hibbard.....	1901
W. J. McDonald.....	1891	Ruth Orme.....	1901
A. W. Tanner.....	1891	G. E. Brennan.....	1902
F. Scott.....	1895	C. H. Payne.....	1902
W. H. Alexander.....	1895	G. P. Howlett.....	1902
R. Turley.....	1895	F. F. Dunlevie.....	1903
C. H. E. Askwith.....	1896	Helen McNicol.....	1903
C. J. Funnell.....	1896	H. B. Northwood.....	1903
W. M. Edwards.....	1867		

## CHAPTER VII.

### ATHLETICS AND CADETS.

"It is a good thing to have your minds trained and stored with useful knowledge, but there are better things than that.

"To learn honor, truth and right ; to be manly and womanly ; to be self-controlled and brave and gentle—these are better than all possible stores of learning."

A keen interest in athletic sport and its cognate, military affairs, has been and is a marked characteristic of the young manhood of the city of Ottawa.

The origin of the people, the climate, and the environment all contribute to this result.

The people, a mixture of vigorous races, French, Irish, English, and Scotch, inherit healthy athletic and warlike tendencies. The hard frosts of winter, the dry bracing atmosphere of all the seasons, the exhilaration of life in the vicinity of a great river with its feeders of lake and stream and its broad valley of woods and rocky hills, all combine to make a physically and mentally active race.

Practically, every man, young or old, who has lived for any length of time in Ottawa, takes an active interest in some kind of sport. Many citizens prefer to refresh themselves, and store up energy for their daily toil by the sports of river or woods, in which the spirit of competition enters to only a slight degree. But, in foot-ball, in lacrosse, in hockey, as in other strenuous sports, an Ottawa team is always in the contest, encouraged by the insistent interest of the community to fight it out until the last whistle sounds. Conscious of the sympathy of their fellow-citizens and anxious to retain it, the contestants learn to play hard but to play fair, to be reasonably modest when victorious, and when defeated to be just to their opponents and even in a degree to the referee.

The sporting sentiments of the authorities and pupils of the Collegiate Institute are homogeneous with those of the city.

Principal Macmillan, accompanied by his *fidus Achates*, Principal John McJanet of one of the Public Schools, is generally to be found on the grand stand when a championship match is played. The Principal and masters of the schools have consistently encouraged and co-operated with the boys in their sports.

Special circumstances, such as distance from similar schools, lack of school grounds and insufficient gymnasium accommodation have tended toward keeping the sporting enthusiasm of the students within proper bounds. A small number have, at times, become so absorbed in athletics that they have neglected their other work, others have gone to the opposite extreme, but, on the whole, a proper balance has been maintained between the claims of the schoolroom and of the playground.

The ordinary incidents of life in school frequently illustrate the manly or womanly spirit of the pupils, but sometimes an emergency arises which tests their moral and physical qualities to the extreme limit.

An incident occurred in December, 1896, almost under the shadow of the school building in which the bravery shown by one of the pupils attracted general notice, although the chief actor himself did not appear to know that he had done anything out of the way. Just as the pupils were leaving the school, in the afternoon, two boys who were skating on the canal, broke through and went under the ice. Although they were strangers and the risk was great, Douglas Lyon at once volunteered to go to the rescue. A piece of old garden hose was found, and with one end of this tied to his waist and the other end in the hands of his comrades, Lyon went down into the freezing water under the ice to search for the strangers. He succeeded in bringing one out, and twice again went down in futile attempts to find the other; only giving up when forced to do so by his assistants. Dr. Baptie and Dr. H. P. Wright, aided by masters and boys of the school, worked for a long time over the body that had been taken from the water but were not rewarded by any signs of life.



Although Lyon had not been able to save life, the bravery and singleness of purpose that he had shown were freely recognized. A gold watch, voted by the City Council, was formally presented to him at a public meeting in the City Hall. In reply to the Mayor, who made the speech of presentation, Lyon expressed himself to the effect that he did not think he had done anything to make so much fuss about. Again, a medal was presented to him at a meeting held in the Rideau Rink. Finally, the facts of the case having been communicated to the Royal Humane Society, by Major Basil Bell, the medal of that Institution was awarded to Lyon. The recipient was at that time a member of the 43rd Ottawa and Carleton Rifles; so this last token was made the occasion of a military spectacle on Cartier Square, the Governor General, Lord Aberdeen, handing it to the hero in the presence of the battalion.

Douglas Lyon enlisted in the first Canadian Contingent for South Africa, and was with the Royal Canadians at Paardeburg and the other battles of that famous regiment. Returning to Canada he was again attending the Collegiate Institute when he was selected for service on the Canadian Contingent to the Coronation of King Edward VII.

Although, undoubtedly, many games of shinny and of rounders must have been played by the boys of the Grammar School even from the first year of its existence, there is no record of organized sports in the first twenty years.

During the early seventies a cricket club was promoted and captained by Rev. T. D. Phillips, then mathematical master of the school.

Mr. Phillips, who now resides near Chicago, Ill., was, from his youth up, an ardent lover of cricket and still plays the game. His name appears in the lists of the Upper Canada College teams from 1855 to 1858, and for years he was one of the best known of Canadian players. His career, as a player, thus extends over half a century, not of runs only, but of years.

The old boys speak enthusiastically of the infinite trouble he took in teaching the game and in instilling manly principles in the players. Matches were played between the club and various public and private schools, Cartier Square and Rideau Hall grounds being alternately the scene of combat. Latterly, clubs were formed, from time to time, for cricket, base-ball, foot-ball, and snow-shoeing. Traces are to be found in the records of the Lyceum of different snow-shoeing, base-ball and cricket clubs, each of which lived for a short time. The following is from the *Vox Lycei* of November 30th, 1888:—

“Last winter the snow-shoe club made two trips to Aylmer, where they had dinner and then drove home in the evening all well satisfied with their trip. In these walks there was also an object. The 43rd snow-shoe club went over the same ground and came home with the story that they had done the distance of ten miles in two and a half hours, and that their record could not be beaten. The Collegiate boys went at it and beat it by some minutes, though their victory was disputed because they went by Skead’s Mills while the 43rd went by Hull. We, however, think the Collegiate went over the longer distance.”

In April 1889, a cricket club was formed, and shortly afterwards a base-ball club. The interest in base-ball evidently overshadowed that in cricket, for as many as five teams were at one time in existence among the students. G. MacCarthy and F. Code as captain and secretary-treasurer, respectively, assisted by W. Cummings, C. Taylor, and G. Murphy, managed the affairs of the base-ball clubs in 1890. The team was defeated by the Normal School by a score of 12 to 2.

In March 1887, the existing clubs were united into an Athletic Association, with the following as its first officers:—Hon. President, Mr. Macmillan; President, Mr. D. E. Smith; Vice-President, N. C. Sparks; Executive Committee, F. A. Magee, W. Hardie, R. Dowd, P. C. Ryan, S. Lawless; Treasurer, J. McNichol; Secretary, A. Spence; Assistant Secretary, W. Smallwood.

This general association, under different officers, continued in existence for two or three years when it was allowed to lapse. A period of separate clubs followed until, in 1899, the Athletic Association was reorganized. Since that time it has been in continuous existence. Principal Macmillan has been yearly elected honorary president, while the president and three vice-presidents have been chosen from the teaching staff. Mr. I. T. Norris, B.A. fills the position of president for the present year, 1903-04.

During the seventies and eighties sprinting, long-distance running and other track sports were in vogue in all sporting circles. In more recent years general attention has been transferred to team games, such as foot-ball, and hockey, and interest in the former class has greatly declined. School athletics have naturally reflected the general tendencies of the times. This change in interest and the lack of suitable grounds have largely been the cause of the abandonment of the school sports that were held annually for many years.

The place and time of these meetings were the Metropolitan Athletic grounds and generally some day in June. Many curious and interesting reminiscences connected with the management of these affairs and with the contests that there took place might be given.

Mr. J. E. Wallace, the junior mathematical master, was nearly always called on to act as starter. Mr. Wallace besides being an excellent teacher and one of the best of disciplinarians was immensely popular with the pupils. When, in his smart, crisp way he had said: "Ready! Set!" and had snapped the pistol, everyone knew that the race was fairly and finally started.

Among those who acted as judges at different times were Messrs. P. D. Ross, T. C. Boville, A. P. Sherwood, A. May, Dr. Hutchison, Dr. Cousens, and various masters of the school.

The list of winners at the meeting of 15th June 1888, preserved by Mr. H. S. Macmillan, contains the names of a number of well known citizens of Ottawa.



Standing long jump—1, T. Birkett, 2, J. Taylor. Hurdle race—1, T. Birkett, 2, A. McFarlane. Running long jump (under 16)—1, W. Kavanagh, 2, A. Anderson. Half mile race—1, N. Taylor, 2, W. Smith. Putting heavy weight—1, C. Chitty, 2, A. McFarlane. 220 yards race—1, C. Sparks, 2, C. Taylor. 120 yards race (under 14)—1, O. E. Culbert, 2, S. McDougall. 220 yards race (under 16)—1, W. Kavanagh, 2, H. Cole. 100 yards race—1, C. Sparks, 2, C. Moffatt. Running hop, step and jump—1, C. Chitty, 2, J. Taylor. 100 yards race (under 15)—1, L. Blackburn, 2, G. Robillard. Mile race, 1, W. Smith, 2, C. T. Moffatt. Ex-pupils race—1, A. Macmillan.

The quarter mile championship race was decided to be no race as both of the leaders, C. Pratt and C. Chitty fell, and were helped across the line.

The name of Evans Jackson is found entered for almost every event, as it continued to be for several years. Poor Jackson faithfully contested each race and never won a prize. He entered as a matter of course, or perhaps, of duty, and appeared to be just as happy as the winner when he finished a quarter behind in a mile race. The generous applause that greeted his performances was not all given in a spirit of derision as he had not an enemy in the school. His class-work and his poetic flights were entered into and carried out in the same spirit that controlled his sports. He died of consumption soon after he left the school.

One of the last meetings was held in November 1895. Notwithstanding the lateness of the date the meeting was a success. The championship on this occasion, decided by points, went to O. K. Gibson, the quarter mile race to Robert Kenny, the half mile to G. McKinnon, and the bicycle race to C. Henry.

Lawn tennis, in which the young ladies took the most prominent part, was an interesting feature of the games. Miss Florence Waddell won the championship for two years in succession. Miss Maud Whiteaves won the championship medal in 1891, and has since won many tennis prizes in both singles and doubles. She is now secretary of the ladies' club in connection with the O.L.T. club. Among others who won the championship or other prizes were Miss W. Masson (Mrs. Ide), Miss Stackhouse (Mrs. Grant), Miss Elizabeth Cluff, Miss Macfarlane (Mrs. Fairbairn), and Miss Muriel Church.



Foot-Ball Team, 1890.  
Tug-of-War Team, 1890.





Among the old boys who have played, or still play the games with the O. L. T. Club are H. S. Macmillan, J. H. Larmonth, Norman Larmonth, David Finnie, J. Lorn McDougall, jr., S. McDougall, T. S. McMorran, and F. A. Magee.

Mr. R. T. Shillington has supplied the following "reminiscences of sports at the O. C. I. twenty years ago."

"At that time base-ball, foot-ball, and sprinting were the principal sports indulged in and the O. C. I. pupils were proficient in all branches. Their foot-ball team was really an excellent one, composed of students who afterwards played with different university teams. Grant and Garrett, both of whom are in the ministry, Dr. T. Baskin, Dr. J. W. Shillington, both practising their professions in Ottawa, Dr. W. Graham, now one of the largest coffee growers in Central America, James McLaren, John McLean and Duncan McLean were among the most prominent. The base-ball team was one of the best amateur teams in this section at that time and rarely lost a game. The battery was composed of James McLaren, pitcher, and A. Code, catcher. McLaren is now one of our most successful financial men. Code will be remembered as the man who first brought the Winnipeg, Victoria hockey team east to play for the Stanley Cup. One of the most sensational foot-races ever run in this district was a mile race for the championship of the O. C. I. between Charles Lewis, now of the Merchants Bank, and Charles Bayne, who was some years later, when a medical student in his final year at McGill, accidentally poisoned. The first race ended in a dead heat and in the run-off, two weeks later, Bayne won by a magnificent burst of speed when just a few yards from the tape. The excitement was unbounded. The race was held on the exhibition grounds, and needless to say, studies were suspended, and all the students were there, together with thousands of citizens, including John Raine, Peter Duffy, and James Nutting, who were then the foremost sprinters in Canada. All declared that it was the best contest they had ever seen."

Mr. Shillington has himself long been recognized as one of the

highest authorities in sporting matters in Ottawa. His services are frequently in demand as coach and referee. His influence is always on the side of fair, manly and strenuous sport.

Other old boys made noteworthy records in general athletics in the days when track racing was more common than it has been in recent years.

Dr. W. Carden Cousens won many prizes in 100, 120 and 440 yard races, both flat and hurdle. He was first in the handicap 100 yards at the Montreal A.A.A. sports, in 1878, when the competitors included what were then considered some of the fastest men in America. His facility in getting over the maximum of ground in the minimum of time, aided by nerve and skill in stick handling gave him a place on the senior lacrosse teams of three cities in succession, Montreal, Toronto, and Ottawa. Any damage that the doctor, that was to be, then did to the noses or shins of his opponents has since been amply repaid to the human races.

The two brothers who now constitute the firm of Pratt & Pratt, barristers, etc., were both noted for fleetness of foot. Horace Pratt won five prizes, in his first year, at the Toronto University games. He won the 100 yard race in his first, third and fourth years. In his second year he came second in the classical 100 yards dash between Horace and Virgil, (Horace Pratt and Virgil Lee). After his return to Ottawa, he won many races, including the 100 yards at the O.A.A.C. games, and played on the team of the Metropolitan Lacrosse Club. Charles B. Pratt held the championship of the Collegiate Institute for two years. He was very fast for one hundred yards, and for the quarter mile, and won many races at these distances, including the quarter at the O.A.A.C. sports in 1897.

Dr. Frank Hurdman was champion fast walker of McGill University in 1881 and 1882.

Among those who have won prizes at University games are Dr. O. K. Gibson, Dr. W. S. Curran, now of Detroit, Mr. R. N. W.

Shillington of McGill, and Mr. T. W. Graham of the University of Toronto.

There does not appear to be any record of when or by whom the first Rugby foot-ball club was organized in the Institute. While the interest in races declined, that in Rugby increased, and for years the latter has held, and continues to hold the most important place in the calendar of sports.

An imperfect account of the teams and games of the different years, and the subsequent records of some of the players is given below.

1888 Team—J. McDougall, C. Chitty, C. Taylor, H. H. Horsey (Captain), E. H. F. Cross, W. Burns, T. McVeity, H. Hurdman, J. T. Blyth, F. Farries, J. G. Gibson, J. Robertson, E. Moffatt, Z. Lewis, G. Parsons, W. Scott, W. Kavanagh, G. McCarthy, R. Bradley, A. J. Muckleston, and J. H. Larmonth.

Four matches were played, two with the second team of Ottawa College and home and home matches with the team of Kingston Collegiate Institute, all of which were lost. Of this team H. H. Horsey was afterwards for several years one of the stalwarts of the team of Queen's University that had so great a reputation as winners of championships; C. Taylor played on the Toronto team, and C. Chitty played lacrosse in Montreal, and was president of the Montreal Hockey Club, when they were the holders of the Stanley Cup.

1889 Team :—F. Taylor, J. McDougall, C. Taylor, W. Kavanagh, J. G. Gibson, H. H. Horsey, G. Ridout, J. T. Blyth, H. S. Macmillan and D. Cambie.

1890 Team :—F. Pratt, O. E. Culbert, H. Taylor, J. G. Gibson, H. Ketchum, W. A. Scott, G. Smith, L. May, R. Bradley (Captain), W. R. Cummings, W. G. Black, S. McDougall, D. Cambie, W. R. Pallister, W. J. Macdonald.

This team won from the second team of Ottawa City but was defeated by the second team of Ottawa College. R. Bradley, B.A., of the well known firm of barristers, made a noteworthy record for himself both in foot-ball and hockey. In both games he played on the teams of Toronto University, of Osgoode Hall and of Ottawa City. He also won prizes at the university for throwing heavy weights. Always a steady reliable player, at the critical moment of a game he often appeared to be possessed by an almost ber-



serker-like rage as he rushed the ball, or the puck, on the opponent's goal. H. Ketchum was for years one of the star players of the Capital Lacrosse Club; O. E. Culbert played on the hockey team of Toronto University and afterwards on that of Osgoode Hall; S. McDougall played on the Ottawa Hockey team, and W. R. Cummings on the basket-ball team of the O.A.A.C.

1894 Team :—S. Ross, R. M. Kenny, C. Henry, W. S. Curran, R. Turley, A. N. P. Morgan, A. Bailey, E. A. Taggart, F. W. Fee, A. Perkins, O. Bradley, L. May, R. W. Kenny, A. Cameron, and W. Hillman; Secretary-Treasurer, S. N. Chipman, later F. W. Fee.

A game with the second team of Ottawa College was lost by a score of 12 to 0.

1895 Team —R. W. Kenny was captain and R. Turley secretary-treasurer.

The O.C.I. team defeated the second team of the Ottawas by 26 to 0. R. W. Kenny afterwards became quarter-back and captain of the Rough Riders, then as later champions of Canada. His capacity for "bucking the line" was only equalled by the way he could take punishment and smile sweetly on his oppressor for the time being. He has since been captain of the McGill University team and coach and Rugby nestor of that institution.

1896 Team :—C. Ronth, O. K. Gibson, R. M. Kenny, C. Baker, A. Perkins, H. Christie, O. Klotz, A. H. Armstrong, D. Lyons, P. Ogilvie, W. Clarke, C. Young, T. Switzer (Captain), R. Shillington, A. J. Isbester; Secretary-Treasurer, O. K. Gibson.

C. Baker became quarter-back on the team of the Royal Military College at Kingston, and is now an officer in the British army. C. A. Young has played on the hockey team of McGill; Richard Shillington on the Rough Riders, and the Rugby team of McGill; and A. J. Isbester on the scrimmage of Toronto University, and with Buckham, another old collegiate student, made up two-thirds of the Rough Riders' scrimmage that did so much towards winning for them the championship of Canada in 1902. O. K. Gibson and Isbester have both been on the hockey team of Toronto University.

In this year the first pair of a series of home and home games with Montreal High School were played, the O. C. I. team winning

both games, the first in Ottawa by a score of 32 to 10. Games were also played with the Tigers of Ottawa, the first lost, 4 to 0 and the second won 7 to 5.

1897 team :—C. Young, C. Henry, T. Rankin, E. Hawkins, J. G. Fleck, E. J. Carson, W. McGuirl, Richard Shillington, H. Church, A. Bailie, H. Ralph, G. Church (Captain), C. J. Chubbuck, A. Maxwell, J. Aylmer ; Secretary-Treasurer, C. J. Chubbuck.

This team won from the second team of Ottawa by a score of 3 to 0, but lost to Montreal High School by 10 to 5. J. Gordon Fleck played as quarter-back on the team of Toronto University and was manager of the team of that institution during the season of 1902.

1899 team :—S. McCormick, C. Young, H. S. Macmillan, F. Musgrove, H. Kennedy, W. Chipman, A. H. Taylor, G. Pushman, A. Graham, C. E. Hibbard, J. McCormick (Captain), W. H. Dowler, F. Hammond, O. Stitt, G. Hare, G. Reiffenstein, A. A. Frasesr ; Secretary-Treasurer, C. J. Keyes.

In this year, home and home matches were played with Renfrew High School, O.C.I. winning both, the first in Renfrew by a score of 9 to 5, the second in Ottawa 9 to 4. O.C.I. lost to Ottawa II by 16 to 1 but won two very hard matches from Montreal High School, in Montreal by 2 to 1 and in Ottawa by 4 to 3.

The Collegiate boys were invited to practise with the senior Rough Riders, during a part of this season on account of their second team not turning out. The following clippings show how the boys faced this very unequal contest.

"Those Collegiate youths would tackle a Wendigo."—*Ottawa Citizen*.

"It was surprising how those Rough Riders picked up after we started to practise with them."—*Vox Lycei*.

"Hammond says that Lamothe is the hardest man he was ever on."—*Vox Lycei*.

1900 team :—J. Roberts, (Captain), S. Fawcett, H. Firth, R. Leger, A. A. Fraser, A. H. Taylor, G. E. Brennan, C. E. Hibbard, R. Hand, H. S. Macmillan, L. B. Kingston, J. H. Dowler, F. Hammond, H. Smith, A. Graham, F. Musgrove ; Secretary-Treasurer, D. Ross, later G. E. Brennan.

The first match with Renfrew High School for this season

took place in Renfrew and the O.C.I. team lost by 4 to 2, but in the return game in Ottawa the score was 13 to 4 for the home team. A game was also won from the Tigers, 4 to 2, and one from the Ottawa Bankers.

1901 team :—J. Roberts, (Captain), S. Fawcett, R. Léger, H. Smith, J. McCuaig, E. Brennan, A. H. Taylor, F. Hammond, D. Lyon, C. Cox, C. Ross, A. Mason, J. H. Stothers, J. Stephens, G. Chamberlain ; Secretary-Treasurer, A. H. Taylor.

The senior team played a draw game with Renfrew High School, 10 to 10 and afterwards won from the same team in Ottawa by 11 to 4. They defeated the Tigers 2 to 1. The second team of the O.C.I. travelled to Brockville and played a draw with the St. Alban's school 4 to 4. They defeated the same team in Ottawa 15 to 0 and did likewise to a New Edinburgh team 8 to 0.

1902 team :—N. Hay, R. Léger, E. Roberts, O. Workman, (Captain), S. Fawcett, J. Stephens, H. B. Northwood, C. Ross, H. Cairns, J. H. Stothers, L. Kingston, D. Blair, F. S. Dunlevie, A. Dick, A. Pratt ; Secretary-Treasurer, D. Ross, later H. B. Northwood.

Home and home matches were played with the Brockville Collegiate Institute, the first in Brockville lost 10 to 8, and the second on the College Oval won by 14 to 0. O.C.I. versus New Edinburgh was won by 8 to 0 by the O.C.I.

1903 team :—P. Harris, C. G. Cox (Captain), A. H. Dion, C. Capreol, E. O'Brien, N. Kendall, A. Dick, O. Gallagher, H. W. Dunnett, W. D. Herridge, E. McMahon, J. Knox, N. Reiffenstein, H. B. Northwood, J. Sifton, S. Dawson ; Secretary-Treasurer, C. M. Ross.

This team was defeated on Thanksgiving Day by the Rideaus of Ottawa by 19 to 12, but won from Almonte, on October 31 by 12 to 0, and from the Sandy Hills of Ottawa on November 9th by 11 to 0.

The following are the names of O.C.I. foot-ball players on teams of some years ago, of which no proper record appears to have been kept. D. Campbell, R. Campbell, H. Percival, A. F. May, R. O'Hanly, John French, John Garland, H. Erskine, Charles Hardie, W. P. Garrett, Charles Coutlee, Dr. W. Graham, C. Bayne, John Kerr, Thoburn Allan, John Whyte, S. W. Dyde.



Among the O.C.I. boys who have played on the Ottawa foot-ball team at different times are :—Dr. Basken, Dr. W. Carden Cousens, James Smellie, A. F. May, W. Schwitzer, George Bowie, H. Chesley, Fred Booth, Jackson Booth, E. Fellowes, Dr. H. M. Ami, H. Percival, W. Makison, H. Torrance, W. Torrance, D. McLean, Salter Richards, E. Taylor, L. Taylor, A. Ridout, Hamlet Allan, G. Bayne, H. H. Hurdman, John Roberts, T. Rankin, R. T. Shillington, Dr. J. W. Shillington, H. S. Macmillan, John McJanet, Arthur Pope, W. M. McKay, Col. T. D. B. Evans, A. M. Macmillan, J. E. Taggart, H. Buckham, G. Parr, John McLaren, Charles Armstrong, S. McDougall.

The list of old boys, with their exploits on the field, known to local enthusiasts, gives good ground for the statement in the sporting notes of the *Citizen* of October 14th, 1900, that “the O.C.I. foot-ball club has been the feeder of the Ottawa seniors ever since foot-ball was first played in the city.”

Next in interest to foot-ball in recent years comes hockey. Arrangements are generally made with one of the rinks in the city for certain hours during the week, although rinks have been constructed a couple of times in the school grounds. In the latter case they afforded more exercise in shovelling snow than in skating or playing hockey. Many of the boys are always members of outside clubs, and a comparatively small number can take advantage of the Collegiate organization, consequently hockey has not been a school sport to the same extent as has foot-ball.

In 1892, a team consisting of R. Bradley, O. Bradley, Macdonald, McDougall, Morgan, Scott and Whitton was twice defeated by Ottawa College, by 2 to 1 in the first game and by 4 to 1 in the second. In January 1895, the third form twice defeated the rest of the school, by 5 to 0 and by 10 to 0 respectively. The teams were :—Third Form, R. M. Kenny, O. Bradley, A. F. Chamberlain, O. K. Gibson, R. W. Kenny, A. J. Isbester and S. Ross. School :—McDougall, H. Ells, Henry, Holland, McKinnon, Schwitzer and Alexander. In February, an O.C.I. team consisting of Alex-

ander, R. W. Kenny, R. M. Kenny, Bradley, A. McDougall, Isbester, and Ross, played two games with the Thistles, losing the first by 3 to 1 and winning the second by 4 to 2. The Thistle team consisted of Hutton, Benson, Chamberlain, Gibson, Ells, Kavanagh and Henry. Again in March of the same year Alexander, R. W. Kenny, Holland, Bradley, Isbester, McDougall and R. M. Kenny defeated a team from the Governor-General's Foot Guards by 8 to 2.

The following is a list of principal games since 1897 :—

1897—	versus Abingdon High School in Ottawa. . . . .	Lost	
1898—	" Montreal High School in Montreal . . . . .	4 to 4	
1898—	" Abingdon High School in Montreal. . . . .	Lost	3 to 1
1898—	" Abingdon High School in Ottawa. . . . .	Lost	4 to 2
1898—	" Bryson, Graham & Co. . . . .	Won	10 to 0
1899—	" Abingdon High School in Ottawa. . . . .	Won	7 to 2
1899—	" Abingdon High School in Montreal. . . . .	Won	2 to 1
1899—	" Bryson, Graham & Co. . . . .	Lost	7 to 1
1900—	" Bryson, Graham & Co. . . . .	Lost	3 to 2
1901—	" C. Ross Co. . . . .	Won	6 to 0
1901—	" School of Modern Methods. . . . .	Won	2 to 0
1901—	" Ottawa Legalites. . . . .	Won	4 to 0
1901—	" Ottawa Bankers. . . . .	Won	3 to 1
1901—	" Vankleek Hill . . . . .	Lost	8 to 4
1901—	" Ottawa Legalites . . . . .	Lost	3 to 2

The match with the Bryson, Graham & Co. team in 1898 attracted great attention at the time. The *Ottawa Evening Journal* had offered a trophy to be given to the most popular hockey team in the Ottawa Valley, the winner to be chosen by readers of that paper. The contest had narrowed down to the O.C.I. and the B. G. & Co. teams, the latter at that time champions of the city league, when someone wrote to the paper asking about the record of the O.C.I. team and whether they could play hockey or not. The answer was an immediate challenge and a score of 10 to 0 in favor of the O.C.I. in the subsequent match.

The team of 1899 consisted of A. Graham, T. S. McMorran, C. Young, J. McCormick, A. A. Fraser, C. Scott, G. Reiffenstein and A. Proctor ; that of 1900 of A. A. Fraser (Captain), A. Graham, G. Reiffenstein, C. Young, J. Roberts, F. Young, T. Sutherland, A. Mason, J. McCormick and S. McCormick.

A. A. Fraser afterwards played in the senior Ottawa team.

An O.C.I. team under the leadership of Mr. H. S. Macmillan has taken part in each of the basket-ball tournaments held by the O.A.A.C. Besides Mr. Macmillan some of the players of note were V. O. Woodland, W. Johnson, W. McGuirl and H. Latimer.

Various ex-pupils of the Collegiate were prominent on the other teams, as W. Cummings, T. Rankin, F. Musgrove, and W. H. Lamb.

The record of games in which the O.C.I. took part, generally against more mature players, is as follows:—

1900—	versus O.A.A.C.....	Lost	9 to 0
1900—	" O.A.A.C.....	Won	4 to 2
1900—	" O.A.A.C.....	Lost	3 to 1
1900—	" Y.M.C.A.....	Draw	0 to 0
1900—	" O.A.A.C.....	Lost	2 to 0
1900—	" Y.M.C.A.....	Draw	0 to 0
1901—	" O.A.A.C.....	Lost	10 to 3
1901—	" O.A.A.C. 2nd.....	Won	5 to 2
1901—	" Y.M.C.A.....	Lost	7 to 3
1902—	" O.A.A.C.....	Won	14 to 6
1902—	" O.A.A.C.....	Won	31 to 8
1902—	" New Edinburgh.....	Won	7 to 5
1902—	" O.A.A.C.....	Draw	13 to 13
1902—	" Y.M.C.A. 2nd.....	Won	16 to 10
1902—	" Y.M.C.A.....	Lost	12 to 6

The team of 1903 consisting of H. S. Macmillan (Captain), S. Fawcett, O. Workman, J. W. Smith, J. Stephens, began their series in the city league by defeating New Edinburgh 5 to 4, and St. Patrick 25 to 15. After a very close contest they lost to the Y.M.C.A., champions of 1902, by 15 to 13.

The following account of the cadet corps which was for a time in existence has been supplied by Dr. Cousens of the corps. The corps lived for a few years only and although military drill has been provided for in the regular time-table of the school work for years, no attempt to organize another was made until the present year.

The new corps, formed in the early months of 1903, largely through the exertions of Lieut. R. S. Simpson, has been attached



to the 43rd D.C.O. Rifles. The officers for the first year were Cadet Captain L. B. Kingston and Cadet Lieutenants H. B. Northwood and F. S. Dunlevie. Under their command a creditable inspection was passed in June 1903 before Col. Hodgins the D.O.C. of this district. For 1903-1904 the officers are Cadet Captain H. B. Northwood and Cadet Lieutenants O. Gallagher and W. D. Herridge. A long and useful career for the new organization is confidently expected.

Many of the students have been, from time to time, members of the local military units. Some have risen after their school days to places of responsibility and have taken part in affairs that cause them to be remembered with pride by their comrades among the old boys. The name of Col. T. D. B. Evans, C.B., A.D.C., has, in quite recent years, become widely known on account of his work while in command of the Canadian troops in the Yukon and of different contingents in South Africa. The following reminiscences from Col. Evans indicate something of the boyhood experiences that helped to mould the soldier of to-day.

"As far as I can remember our sports in those days *i.e.* 1871-5 were played chiefly among our own school classes. One particular feature, I remember well, were the fights, usually arranged by the senior boys, between any two boys selected. The fights were always well conducted and took place in the old Russell House yard. There was at least one fight per week and they were greatly enjoyed by all except perhaps the competitors, who usually had no choice in the matter."

Major Maynard Rogers, of the 43rd Rifles, commanded, as Captain, D. Company of the Royal Canadians at Paardeberg, as during the rest of the brilliant career of that regiment in South Africa. With him served as Lieutenants two other of the old boys, Captain Gordon Stewart and Captain Lawless.

When the present Prince and Princess of Wales (the Duke and Duchess of Cornwall and York) presented medals to the returned South African soldiers, on Parliament Hill, in September, 1901,



Foot-Ball Team, 1896.  
Foot-Ball Team and Executive, 1899.





Captain Holland, who has scarcely yet years enough to be properly called an old boy, received the Victoria Cross. It was awarded for his coolness and bravery in saving a gun from the advancing enemy in a rear-guard action. Among those who have done good work in keeping up the reputation of Ottawa in military affairs and in whom the Collegiate Institute claims the right to feel the pride of Alma Mater the following names are found :—Major Basil Bell, who served in the North-West Rebellion of 1885; Lieut.-Col. A. P. Sherwood, C.M.G., A.D.C., commanding officer of the 43rd Rifles; Major Bertchinger of the Field Battery; Major Brown of the Dragoon Guards; Captain T. C. Boville, Captain W. M. McKay, Major Helmer, Captain J. L. Garland, Captain D. H. McLean, Captain F. A. Magee.

A. H. McDougall.

#### THE VICTORIA CADETS.

HEAD QUARTERS, Ottawa, 15th April, 1866.

*General Orders*

*Volunteer Militia.*

No. 6.

#### "VICTORIA CADET CORPS DRILL ASSOCIATION."

A Drill Association is hereby authorized at Ottawa under the direction of John Thorburn, Esquire, M.A., Head-Master of the Grammar School, to be composed of the pupils of schools and to be styled the "Victoria Cadet Corps Drill Association."

By Command of His Excellency the Right Honorable the Governor-General and Commander in Chief.

(Signed) P. L. MACDOUGALL,

Colonel,

Adjutant General of Militia,

Canada.

"Nec quies gentium sine armis."—TACITUS.

In 1866 when the martial spirit of all Canada was aroused to face a possible invasion from below the 45th parallel, companies sprang up as if by magic. The call to arms was answered with willingness by all classes of our male adult population. Companies

of volunteers were formed, and in every hamlet, in every quarter of "The Canadas" drilling and recruiting were actively carried on. Never had any people, threatened in like fashion, shown a greater martial spirit. Business pursuits were dropped; factories closed; farms deserted; in all the walks of life the classes vied with one another in impetuosity as to who should march to the front. "None were for the party, but all were for the state." In this heroic resolve to defend our native land all the communities of Canada shared equally. In no district or city was this laudable spirit displayed more actively than in Ottawa. All the men and even the boys of the district were anxious to serve. Even regular officers served in the ranks as privates. For instance, Colonel Coffin, an old imperial officer, and many others went to the front as privates rather than be left behind.

The infection of this noble enthusiasm spread to the youth of tender years and led to the formation of two companies of cadets or student soldiers. On the initiative of Lieutenant-Colonel Wiley, Dr. John Thorburn organized "The Victoria Cadets" in connection with the Ottawa Grammar School of which he was the worthy "Head-Master"; and Rev. Thos. D. Phillips who occupied a like position in the "Ottawa Classical and Commercial School" organized "The Ottawa Cadets." These comprised seventy-five or eighty members in each corps. The two gentlemen named were deeply interested in this movement and spared neither time nor expense to forward the interests of their respective companies.

The following is a copy of a letter (containing a list of names of members of the Victoria Cadets) which was written to Colonel Powell, Adjutant-General by Dr. John Thorburn. The letter explains itself and shows the warm interest taken in the corps by Dr. Thorburn. It may be stated also that it was understood that in case of necessity the cadets were to form part of the "Home Guard" to defend the city.



LIEUT-COL. WILEY, D.O.C.,  
VICTORIA CADETS, GOLD MEDAL.  
Presented by I. B. Taylor, 1867.



Silver Cup won by H. GERALD BATE,  
1869-70.  
Presented by Captain MacGillivray.  
VICTORIA CADET CORPS MEDAL.  
Presented by J. M. Currier.





OTTAWA, March 22nd, 1886.

*Lieutenant-Colonel Powell,*

SIR,—I beg leave herewith to enclose a list of the names of boys attending the Ottawa Grammar School and other schools of this city who have formed themselves into a Cadet Corps to be called the "Victoria Cadet Corps of Ottawa." It is under my supervision and Colonel Wiley is the drill instructor. We meet two days in each week, on the afternoons of Monday and Thursday from 4 to 5 o'clock. May I ask of you the favor of bringing the matter under the notice of the Government and of taking the necessary steps to have the corps gazetted.

I have the honor to be,

Yours very truly,

(Signed) JOHN THORBURN,

Principal of Ottawa Grammar School.

The service roll was as follows:—"We the undersigned do hereby agree to organize ourselves into a volunteer military company to be called the 'Victoria Cadet Corps of Ottawa,' and to serve under the provisions of class B of the existing Militia Law of the Province, under the command of the following officers, and to uniform ourselves according to the circular letter, dated Adjutant-General's office, Quebec, May 19th, 1860."

## SIGNATURES OF OFFICERS AND MEN.

OFFICERS:—John Macmillan, B.A., Captain; W. Godbee Brown, Lieut.

NON-COMMISSIONED:—G. B. Greene, Sergt.-Major; Charles Robertson, Sergeant.

E. D. Sherwood  
Duncan Robertson  
W. A. Jamieson  
John I. MacCraken  
Thomas A. Hodgson  
W. Durie  
A. N. Bedard  
J. S. MacCraken  
J. Cawthray  
Edward Moore  
J. Bishop  
William Bishop  
P. Sherwood  
C. Moore  
H. K. Pinhey  
W. P. Lett  
Thomas Rothwell  
T. L. Hackett  
F. H. Foster  
A. Taylor  
E. C. Coffin

W. Cleverly  
Robert Kennedy  
John Alley  
Thomas Morton  
J. O. Himsworth  
M. McCabe  
K. Graham  
A. Stewart  
G. J. Dickinson  
Robert A. Mather  
Joseph P. Fisher  
William B. Dickinson  
Andrew Russell  
William Fisher  
John N. Webster  
Frank P. Webster  
John Wm. Thompson  
H. Gerald Bate  
I. Geo. Douse  
George C. Thompson  
Frank P. Bronson

James Ogilvy  
James E. W. Currier  
Allan P. Grant  
Nat. Hay  
W. Powell  
George B. Clarke  
W. Chapman  
H. Cluff  
Wm. W. Rond  
M. Midford  
W. Scott  
Frederick Thompson  
G. A. Thompson  
S. Collins  
H. Grant  
J. H. Lamb  
W. O'Connor  
H. M. Cowper  
E. S. Skead  
I. Webb  
D. G. McPhail

OFFICERS AND MEN—*Continued.*

C. H. Keefer	A. Mowat	H. C. Monk
T. J. Hunter	A. Cotton	John Hodgins
C. Egleson	J. Cotton	C. A. Lewis
W. H. Burpee	R. Berry	J. C. Grant
E. W. Judah	Geo. Wills	C. Bliss
A. McGillivray		

NOTE :—The above list was received through the kindness of Dr. Thorburn and Mr. H. Gerald Bate.

Captain Macmillan looked every inch a soldier and, in common with his subalterns, was very popular with the men under his charge, in whom he took a great interest. As he had served as color-sergeant in company K "Queen's Own Rifles" while attending Toronto University, he possessed a thorough knowledge of military affairs. On their first organization and for some time afterwards, the cadet companies were drilled by Lieutenant-Colonel Wiley, the District Officer Commanding, a retired British officer, whose efforts to whip the raw material into military form were rewarded in an astonishing degree by the rapid improvement in drill and martial bearing of the embryo soldiers. This can be better understood when it is related that the two companies of cadets had the reputation of being the best drilled bodies of men under arms at Ottawa.

The old stone armory on the corner of Sparks and Kent streets, was used as a hall of instruction for drilling the youthful but enthusiastic recruits, meetings being held twice a week.

On July 1st, 1867, Confederation was ushered in amid the acclaims of the people, and in Ottawa great preparations were made for celebrating the day. In addition to games and sports and a procession of the various trades-unions and industrial societies, there was a grand parade of all the troops in the vicinity, and "The Cadets," always in the van at such important events of the period, over one hundred strong, took part in the *Feu de Joie* and *March Past* of the troop, which terminated the most notable parade held at Ottawa up to that time. The companies taking part were the Prince Consort's Own Rifles, one battalion of



regulars stationed at Ottawa at the time ; the Ottawa Brigade Garrison Artillery, six companies ; the Carleton Blazers, now merged in Duke of Cornwall and York's Own Rifles ; the Ottawa Field Battery ; the Victoria and the Ottawa Cadets. The *March Past* and the *Feu de Joie* were alike creditable to all parties concerned. And yet a greater honor was in store for them, and as patriotic youths, one which they esteemed most highly at the time. At the first opening of Parliament held at Ottawa in September, 1867, fifty men from each cadet corps acted as guard of honor to His Excellency Lord Monk, the Governor-General—the cadet companies lining the way from the Great Tower entrance to the doors of the Senate Chamber.

I shall now speak of the Metropolitan Matches. The first year the Metropolitan Rifle Association held its meeting at the Rideau Rifle Range. There was only one match open to the Victoria and Ottawa Cadet companies, distance 400 yards, seven shots. This was something new for the cadets as shooting previously had been at 100, 200, and 300 yards only (carbines being sighted to only 300 yards), so those competing had to procure the long rifle. Pte. A. Cotton won first prize in this match with a score of twenty-six points. Pte. H. Gerald Bate and Pte. D. Robertson tied for second place with scores of twenty-five points each. In shooting off, to decide for the second prize, Pte. H. Gerald Bate made three *bull's-eyes* and Pte. D. Robertson one *bull's-eye* and two *centres*, Pte. Bate winning the second prize. (At that time *bull's-eyes* counted four, *centres* three, *outers* two.) The prizes were \$10.00 to the first and \$5.00 to the second, and were presented, amid much cheering, to the winners by the Governor-General (I think), in the old skating rink on Maria street.

Soon their marksmanship became good also. At the annual meeting of the Dominion Rifle Association held at the Rideau Rifle Range, Ottawa, September, 1870, one of the matches at the short ranges was left open for competition to the cadets, distance 100, 200, and 300 yards, five shots at each. As a result of this

invitation the cadets won the first four prizes, "The Victoria Cadets" winning the first three, and a member of the Ottawa Cadets winning the fourth. The commanding officer of the day offered to select a team from the cadets to compete against all comers. The challenge was not taken up. This officer expressed his confidence that the cadets would win at the short ranges.

The parade ground for the cadets was the campus in front of the old City Hall Square, and "a drill" always attracted a concourse of spectators—Colonel Wiley was very enthusiastic and proud of his protégés and of their progress. On one occasion while commanding and putting them through various evolutions, before a distinguished assemblage, the Colonel was walking backward facing the men, who were ordered to advance. *By your right, quick march!* The words rang out quick and sharp as was wont with the Colonel, but as he moved backward he came in contact with a very large boulder over which he plunged and made a rather hasty descent to the ground. The pupils of the period all felt under a great obligation to the dignified Colonel for the interest displayed by him in developing their military instincts.

The cadet uniform was very becoming, and consisted of grey Halifax tweed with dark green facings;—grey forage cap, with dark green band, and chin-strap of patent leather, leather ammunition belt and pouch; and a leather waist-belt; all provided at the expense of each individual member of the corps.

But the Government became interested and furnished the corps with short cavalry carbines (muzzle loading) sighted up to 300 yards. These served to increase the *esprit de corps* of the cadets, and active practices at the butts were carried on, the object of each boy's ambition being to become a member of the representative rifle team. Practices occurred in the early mornings from five to seven. At this period a silver medal was presented by J. M. Currier, Esq., M.P., for competition at the rifle range by the two companies of cadets, the Victorias and the Ottawas, both corps being known to the initiated as the "Veal Cutlets" and the "Ottawa





Ottawa Collegiate Institute Cadets, 1903.





Dead Cats." The teams were to be composed of six members selected by each side; ranges 100, 200, and 300 yards, 4 shots at 100 yards and 3 shots at the last two ranges.

Rules for the rifle match for the medal presented by J. M. Currier, Esq., M.P., for competition by the Ottawa and Victoria Cadet Corps.

No. 1.—Competitors to be composed of six members of each corps; directors and captains excluded. No one was considered a member who had not been in good standing for one month prior to the match.

No. 2.—Ranges, 100, 200, and 300 yards, 4 rounds at the first and 3 at the other ranges.

No. 3.—The medal to be adjudged until the next annual competition to the corps making the highest aggregate score at the three ranges. Should a tie occur it will be decided by the latest Hythe practice.

No. 4.—Should either corps win the medal at two consecutive annual competitions it shall become permanently the property of that corps.

No. 5.—The director of the winning corps shall select the mode of the competition to decide what member of his corps will wear the medal for the year, which he is to do whenever in uniform.

No. 6.—Competing cadets to be in complete uniform which is to be worn buttoned on with belts on during the whole of the match.

No. 7.—Cadets to load only by order from the officer in charge and not cap their carbines until ordered to do so when they step up to the firing point.

No. 8.—The cadet not to fall out of the ranks after the match commences without special permission from the officer in command.

No. 9.—The method in which the fire is to be conducted and mode of signalling to be matter of arrangement on the grounds between the respective directors of corps and the officers in command.

No. 10.—No artificial rests or sights permitted; minimum of trigger to be 6 lbs.

No. 11.—No carbine to be changed during the match unless it becomes disabled through accident.

No. 12.—Government carbines and ammunition only to be used.

No. 13.—A disputed shot must be settled prior to the next shot being fired, otherwise it must stand as marked.

No. 14.—Firing to be according to Hythe practice, excepting that at the longer ranges it will be optional to fire either kneeling or standing; the shortest range must be fired standing.

No. 15.—Anyone making a breach of the foregoing rules will be disqualified from the match.

Targets to be 4 feet by 6 feet; bull's-eye, 1 foot by 2 feet; centre, 2 feet by 4 feet, both square; bull's-eye to count 4, centre 3, outer 2.

The first match to come off, weather permitting, on Saturday, September 21st, 1866, commencing at 1 p.m.

Major Anderson, Civil Service regiment having kindly consented to act as umpire will also act as the officer in command for the occasion and his decision on disputed points must be final.

(Signed) THOS. D. PHILLIPS,  
Director Ottawa Cadet Corps.

J. THORBURN,  
Director Victoria Cadet Corps.

OTTAWA, P.O., September, 1867.

#### WINNERS.

J. H. Holt, Ottawa Cadets.....	1886
A. Cotton, Victoria Cadets.....	1867
Charles Robertson, Victoria Cadets.....	1868
H. A. Bate (Harry) Victoria Cadets.....	1869
H. A. Bate (Harry) Victoria Cadets.....	1870

Great was the interest taken in this event, and the match came off on Saturday, September 26th, 1866, at "The Bluffs," a rocky ridge or promontory projecting into the Ottawa River, which now forms a portion of the beautiful Rockcliffe Park.

The competing teams were composed of six members of each corps of cadets, Victorias and Ottawas. Excitement ran high and the "fortune of war," ever fickle, wavered, the contest being a "neck and neck" one. It was finally decided in favor of the Ottawas by a bull's-eye made by Harry Langton, one of that team, who won the match by two points.

There was great warmth of feeling shown by the competitors, and also, if I remember aright, by the respective and respected directors of each corps.

John H. Holt made thirty points, the highest score, for the Ottawas, and was entitled to hold and wear the medal for the year.

In September, 1867, the return match was won by the Victorias, at the Rideau Rifle Range. In 1868, at the Rideau Rifle Range, the Victorias repeated their victory over the Ottawas and therefore became the owners of the trophy.

Attie Cotton made thirty-two points in 1867, and Charles Robertson thirty-four points in 1868, out of a possible forty points. These were the standard-bearers of their respective years.



## NAMES OF THE TEAMS.

## VICTORIAS

Private John I. MacCraken  
Serg't Charles Robertson  
Serg't Attie Cotton  
Corp'l D. Robertson  
Serg't G. B. Greene  
Private J. P. Leslie

## OTTAWAS

Serg't Harry Armstrong  
Serg't W. C. Cousens  
Corp'l W. Cassels  
Private A. Todd  
Private G. White  
Private W. White

A silver cup was also given by Captain McGillivray, a prominent volunteer officer and athlete, for competition among the members of the Victorias. This cup was won for two consecutive years, 1869 and 1870, by H. Gerald Bate and became his property. A gold medal was also very generously given by the late Mr. I. B. Taylor in 1867 (at the time Government printer at Ottawa) for competition amongst the members of the Victoria Cadets. It was won by Charles Robertson in 1867; by W. W. Proud in 1868; by John I. MacCraken in 1869; by John C. Grant in 1870. After this period there were no further competitions; the medal then became the property of John C. Grant to whom I am indebted for the photograph.

There is no record after 1870 of any further events in connection with the Victoria Cadets, and they shortly afterwards ceased to exist as a live military body. But many of the cadets carrying their taste for military affairs with them, in after years became officers and "non-coms" in existing militia organizations.

W. CARDEN COUSENS.

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## CHAPTER VIII.

### DISTINGUISHED VISITORS OF THE SCHOOL—VICE-REGAL AND OTHERS.

The visits of strangers, so far as my experience goes, have a salutary and stimulating influence upon the pupils attending school, and it is a matter of regret that they are not so frequent as one might wish. It appears that the Rev. Dr. Ryerson, Superintendent of Education, for a number of years previous to the appointment of Inspectors, paid periodical visits to the Ottawa Grammar School, and, although I have no record of these, doubtless they were highly appreciated and very serviceable. I can well recall the visitors who were present at my installation as Principal in 1862. These were Dr. Hamnett Hill, Chairman, Rev. Thomas Wardrope, William Ross (afterwards Judge Ross), P. P. Harris, and D. M. Grant, with other members of the Board. In reply to the kind words of introduction I took occasion to indicate the lines on which it would be my aim and endeavor to conduct the school. I emphasized the importance of cultivating a high sense of honor by the pupils, of conducting themselves as young gentlemen, not because they were under my eye, but because it was the right thing to do, having at all times the regulative principle within their own breasts. The official visits of the Inspector, as was perhaps natural, were always looked forward to with considerable trepidation by the pupils. The first of these after I received my appointment, was by Professor George Paxton Young, M.A. He was a man of exceptional ability as an educationist as well as a profound scholar, who, as regards his intellectual endowments, might be characterized as *totus teres atque rotundus*. I can still recollect the keen interest he took in examining the different classes, especially those in advanced classics and mathematics. It was while he was Inspector that, in 1865, the hundred and odd Grammar Schools of the Province were classified by him. There were only four placed in the first or highest class, and Ottawa

Grammar School was one of them, and further, as he informed the Chairman, there was but one school as thoroughly efficient as this one, and it was west of Toronto. I may mention another of the Inspectors who has long been before the public, both as a teacher and as an author. I refer to Dr. McLellan, whose visits I always looked forward to with great interest. His large experience in school work enabled him quickly to judge of the progress made by the pupils in the various branches of study. His special forte, at that time, seemed to be mathematics. When he examined my most advanced geometry class, it was amusing to watch how he drew out their knowledge of the subject in directions not usually discussed in text books. On one occasion he told me that he had a mathematical problem in his pocket, with a solution by Professor Young, and that it had been discussed in a number of English Mathematical Journals. "I know," he said, "your boys are fond of deductions. I shall give it to them, although I scarcely expect any of them will be able to solve it." The proposition was, "If the base angles of a triangle are bisected, and the bisecting lines carried to the opposite sides are equal, prove it an isosceles triangle." Having drawn the figure on the black-board, he took his seat,—quietly waiting to see the result. In a short time, one of the boys held up his hand, and being asked to show his solution, he did so to the no little surprise of the Inspector, who complimented him, telling him that any gold medallist of Toronto University might be proud to do what he had done. The boy who solved the problem was Charles Robertson, who subsequently was appointed Head-Master of Hamilton Collegiate Institute.

I have referred to Professor Young and Dr. McLellan, not intending thereby, in any way, to disparage the other Inspectors, who have been gentlemen possessing special scholastic qualifications, and eminently fitted for their work, but because I was brought more into contact with them. A pleasing feature of their visits was that, at the close of the examinations, they occasionally gave short addresses to the pupils, referring in a kindly way to



the work done in the various classes. I have a number of Dr. McLellan's addresses as reported in the newspapers at the time of his visit. I shall take the liberty of quoting a few extracts from one delivered by him in 1877. At the close of his two days inspection, the Doctor addressed the masters and pupils. He first commended the school for the good order observable, which he explained to mean that the pupils seemed to be intent on the subject in hand in all the rooms he visited. This earnestness, without which no one can receive instruction, is quite in keeping with the character of the school, which has always stood first-class among the schools of Ontario. While he would not undertake to answer the question 'Is every boy and girl doing his or her level best?' he congratulated them on the success of the pupils who had recently gone to College, success of which they should all feel proud. He further stated that the staff of teachers was as good as could be found, and they appeared to be using the very best methods to induce thought, and to produce thinkers.

In 1865, the Rev. James Fraser, M.A., afterwards Bishop of Manchester, received instructions from the British Government to proceed to the United States and Canada for the purpose of enquiring into, and then reporting upon the systems of education which prevailed there. After spending some months on this side of the Atlantic, as the result of his investigations he published a most interesting and valuable report of 435 pages, giving details in regard to the management of the various grades of schools, and his views as based on what he had seen. Unfortunately, when he visited Canada, it was during the holiday season, and he was able to visit only the schools in Clinton, Toronto and Ottawa. When he came to Ottawa, the classes in the Grammar School had been resumed only a few days before his visit, and consequently were to be seen under considerable disadvantage. He spent the whole day with us, thoroughly examining the various classes, putting all kinds of questions to them, both in regard to their work in the school, and at home. Before leaving, he referred to the important work carried

on in the school, stating that, in his judgment, it was well and efficiently done. It would be out of place to enter at any length into the conclusions arrived at by Mr. Fraser, as regards the relative merits of the schools in the United States and Canada. What struck him most in the former was the life and vivacity of the pupils. The Canadian pupils he found were slower in their movements, taking more time to reach conclusions when answering questions, but, "what they got they held firmly." "To set off the quickness of the former, I heard," he says, "many random answers in American schools, while, *per contra* to the slowness of the Canadian scholar, I seldom got a reply very wide of the mark. Each system seems to harmonize best with the character of the respective peoples. The Canadian chooses his type of school as the Vicar of Wakefield's wife chose her wedding gown, not for fine glossy surface but for such qualities as will wear well. I cannot say, judging from the schools which I have seen—which I take to be types of their best schools—that their choice has been misplaced, or that they have any reason to be disappointed with the results."

Another visitor to the school in the early sixties was Professor Paul C. Linding, who, at that time, was Professor of Scandinavian languages and literature at Columbia University, New York. He spent a pleasant hour with my highest Latin class, examining them on various knotty points in the lesson. Before leaving, he complimented them, by saying that he had not found pupils so well grounded in Latin since he left his native country of Denmark, where Latin was the language used in the school.

The Institute was also favored by visits from the Honorable Adams Crooks, and the Honorable Geo. W. Ross, while Ministers of Education, that of the former taking place on April 7, 1878. He was received by Mr. J. P. Featherston, Chairman, and by other members of the Board. After being shown through the class-rooms, where the pupils were at work, an adjournment was made to the Convocation Hall, and Mr. Featherston, having made a few remarks befitting the occasion, thanking the Honorable gentleman for being

present with them, thus showing his practical interest in educational matters, concluded by asking Arthur Hudson, one of the pupils, to come forward and read an address of welcome, which was in Latin. The Minister thanked the audience for his kind reception, and congratulated the Trustees on the success that had been attending those who had studied at the Institute.

The visit of Mr. Ross was in 1890, but it was of a more private nature than that of his predecessor. As no notification of his intended visit had been sent to the Board, the members were not present to receive him, and unfortunately I can find no mention of it in the newspapers. This is much to be regretted, as from his previous long experience as a teacher, he was well qualified to judge of the work done by the pupils, and before leaving, he probably gave them some useful advice.

On a certain occasion I had a visit of a very different kind, to which I may briefly refer. It was a phrenologist who came to the door, and began to expatiate on the importance of boys finding out early what they were best fitted for, and what calling they should pursue in after life. He said he could tell this without laying his hand on a boy's head, by merely looking at its configuration. I tried to get rid of the fellow, but he begged so hard that I would let him have a trial, that I at last consented. I took him into the class-room, where there were some twenty-five boys sitting in a row and asked him to tell me which was the head of the class and which the foot—in those days they took places in the class. He looked first at Hamilton Allen (now Dr. Allen of Tacoma) who was at the head, and then at the boy at the foot. Allen was a modest fellow and under the scrutiny of the phrenologist he lowered his eyes, looking somewhat embarrassed. The boy at the foot, however, stood his ground, and returned his gaze without flinching. Looking steadily at one and then at the other for some time, he at last decided that the foot was the head of the class. Such a storm of laughter was raised by the class that the charlatan required no word from me to leave the room, but slunk away feeling, as was evident, deeply chagrined.



The fifth of June, 1874, was a red-letter day in the history of the Collegiate Institute, as, on it, the corner-stone of the new building, Lisgar street, was laid by His Excellency the Governor-General, the Marquis of Dufferin, in the presence of a vast concourse of citizens. The proceedings throughout were watched with the greatest interest by all present, but especially by the younger portion, who, doubtless, were looking forward to the pleasant and profitable hours they would spend there in the coming years. His Excellency arrived at 3 o'clock, and as the carriage drove up, the Guards Band, which was in attendance, struck up the National Anthem. His Excellency was received by His Worship Mayor Featherston, Chairman of the Board of Trustees, who read the following address :—

MAY IT PLEASE YOUR EXCELLENCY :—

The Board of Trustees of the Collegiate Institute of the City of Ottawa are aware of the great interest Your Excellency takes in all matters that tend to the welfare of Canada, and especially of its educational institutions. Having respectfully prayed Your Excellency to lay the foundation stone of this building which, when completed, will be devoted to teaching the higher branches of a classical, scientific, and English education, and Your Excellency having graciously consented to comply with their prayer, they now express to Your Excellency their sincere satisfaction for the encouragement Your Excellency this day gives to their endeavors to establish in Ottawa a Collegiate Institute worthy of the Capital of the Dominion. The Board wishes, further, to convey to Your Excellency their constant desire for the welfare of Your Excellency and the Countess of Dufferin, and their hope that Canada under the fostering care of Your Excellency, as the representative of our gracious Sovereign, will advance in intellectual culture, as it has heretofore advanced in material prosperity.

An address on behalf of the students of the Collegiate Institute was then read by George M. Greene. This was in Latin and was as follows :—

*Pace tua, Vir Illustrissime.*

Nos discipuli Ottawaensis Academicæ Scholæ animis libentissimis et maxima voluntate salutem dicimus.

Pergratum nobis fecisti, quod, a cura tua regni et altis laboribus cessans, ad hoc festum solemne nostrum venisti, ut primum lapidem hujus academici aedificii pro doctrina et educatione juvenum instituti ponas.

In rem tuam erat, ut in juvenilibus annis, more majorum tuorum, animus tuus

insigni fonte literarum aleretur, et postea, annis volventibus, ductus delectatione, tam audiendi quam videndi novas res in altis regionibus Septentrionum onustus tuorum itinerum ad multas exterarum nationes opimis fructibus domum incolumis redires.

Iste praeclarus cultus artis literarumque, qui vitam tuam adornat, nos certiores facit, ut studia, quae ad humanitatem et bonos mores pertinent, quae in majus triumphos scientiae provehunt, et itaque, adjumenta gerendi vitae opera dant, ea benigne aestimes.

Haec schola, permultos annos, artes, praeceptaque morum doceat, lumina scientiae et literarum diffundat, et fons sempiternus inviolatae fidei veritatisque natis postmodo multis sit.

Ne te diutius sermone nostro detineamus, oramus ut, amico et benigno animo, haec dicta accipias, et magna multaque bona tibi et conjugi tuae pulchrae praeclaraeque precamur.

Nunc dicendum est.

Valeatis tuque tuique.

GEORGIUS M. GREENE,

Pro Condiscipulis Suis.

An address from the pupils of the Public Schools was also read by William Inglis Bradley, whom His Excellency highly complimented for his good reading.

Lord Dufferin, who had listened with pleased attention to the addresses presented to him, said that he had already, on many occasions, opportunities of expressing to the public of Canada, the deep interest he took in their educational institutions, and the firm conviction he had, that nothing was so calculated to ensure the advancement of the country as their being founded on good principles, that it was unnecessary for him to repeat his sentiments, but he did not wish to let this opportunity pass without expressing his satisfaction at the very interesting account of the circumstances which led to the formation of the institution, the prosperous condition under which it was flourishing, and the promising future that lay before. He could assure them that, as soon as the object on which they were now engaged should be accomplished, and its walls should have risen to be the home of literary and classical industry, he would consider it one of his chief privileges to visit it occasionally. He might also be forgiven if he took this opportunity of personal gratification in congratulating those who were

chiefly interested in the success of this institution, on its possession, in the Head-Master, of a person so admirably calculated to ensure the prosperity of the school, and conduct it on proper principles. The Head-Master of the school was one of the first persons whose acquaintance he had the good fortune to make on his arrival at the Capital, and he always felt it a pleasure to maintain that acquaintance. He had also the pleasure of knowing one of the assistant teachers, who he was justified in considering as a great acquisition to the teaching staff of the College. He trusted that, year after year, it might be his good fortune to extend his acquaintance to those other gentlemen who assisted the Head-Master. Perhaps the most practical proof he could give to this institution of his interest in its welfare was the promise of a silver and a bronze medal every year, to be competed for on conditions that will, hereafter, be settled upon between the Head-Master and himself. It was a source of gratification to every inhabitant of Canada that such institutions as this had been established under satisfactory conditions in almost every centre of population in the Dominion, and thus afford an unexceptional guarantee, that the future generations of Canadians would be educated in every essential to make a nation prosperous, progressive, and industrious, and inculcate those principles of morality and literary wisdom by which the civilization of the world is maintained.

His Excellency in reply to the Latin address presented to him, on behalf of the pupils of the school, read the following :—

*Alumni, Ottawaensis Academicæ Scholæ :—*

Dies notandos mihi candidissimis calendis istos semper puto in quibus vitam dare, et amico vultu aspicere in instituta disciplinae litterisque dedita mihi occurrat.

Viatores nunc estis per semitas arduas augustiasque, ut mature in jucundissima lataque scientiæ prata veniatis. Labores, crede mihi, me cognoscente, magno præmio compensati erunt, præmia potestatis scire, hoc est potestatem habere.

Hoc saxo quadrato posito, tam certa sedes ad praeclarum aedificium struendum, spectantes mementote Ciceronis verborum—"Senectus fundamentis adolescentiæ constituta est."



Restat ut vobis gratias referam, propter amica verba erga meipsum conjugemque. Vobis vestris que multam salutem dico, multos annos famae notissimos praedico.

His Excellency, turning to the student who had presented the address, with a pleasant smile, handed him the copy with the remark, "You will have the kindness to put that into good Latin."

The usual ceremony of placing the corner-stone in position was accomplished. His Excellency gave it the customary number of taps with a hammer, and declared it duly laid. The Rev. D. M. Gordon, B.D., concluded the ceremony with an appropriate prayer. Three cheers were then given for the Queen, and three for His Excellency and the Countess of Dufferin in response to the call of the Mayor.

On May 20th, 1879, His Excellency the Governor-General, Lord Lorne, and Her Royal Highness the Princess Louise, paid a visit to the Collegiate Institute, where they were received by the Chairman, Mr. George Hay, and by other members of the School Board. After visiting the different class-rooms, where the usual class-work was going on, they were conducted to the Convocation Hall, and the Chairman at once advanced and read an address:—

*To His Excellency the Marquis of Lorne, Governor-General.*

MAY IT PLEASE YOUR EXCELLENCY:—

The Board of Trustees of the Ottawa Collegiate Institute had the honor of uniting with their fellow-citizens in extending to Your Excellency and Her Royal Highness the Princess Louise a cordial welcome on your first arrival in this city; they desire, however, on their own behalf to thank Your Excellency for your presence here to-day, and while doing so would take the opportunity of expressing the deep sense of the special favor shown to Canada by Her Gracious Majesty the Queen in the appointment of Your Excellency to the position of Governor-General of the Dominion, accompanied as you are by Her Royal Highness the Princess Louise, whose presence they regard with feelings of the deepest respect and affection, as tending to strengthen and intensify the bond of loyalty which unites them to Her Majesty's person and Government, and which it is the desire of the Board to foster in the hearts of the youth who are under training here for their future life work.

The Ottawa Collegiate Institute in common with similar institutions throughout Ontario occupies an intermediate place in the educational system of the Province, between the Public Schools on the one hand and the University on the

other, and aims at fitting its students either to take a superior position in the ordinary occupations of life or to qualify them to enter upon a University course, and the Board are happy to inform Your Excellency that several of the students have already obtained the highest honors in scholarships, not only in our own Canadian Universities but also in the Mother Country.

From the interest Your Excellency and Her Royal Highness have already manifested in the higher education of both sexes the Board entertain the hope that this institution also may receive a share of your sympathy and encouragement that thereby stimulus may be given to the efforts of the efficient staff of teachers and of the students under their care.

The Board sincerely pray that Your Excellency and Her Royal Highness may be long spared to adorn your exalted position and that your residence in this country may be as happy in your own experience as they feel assured it will be advantageous to the best interests of the Dominion.

Signed on behalf of the Board by—

GEORGE HAY, Chairman.

JOHN PENNOCK, Secretary.

OTTAWA, May 20th, 1879.

To this His Excellency made the following reply :—

*Gentlemen of the Board of Trustees of the Ottawa Collegiate Institute, Masters, and Pupils :—*

It is most gratifying to observe the results of the institution of this College, the first stone of which was laid some years ago by Lord Dufferin whose residence in this country will never be forgotten, for he took a deep and active interest in every establishment for the promotion of education and laid the first stone of the building in which we are assembled. It is pleasant for us to see how the command given of old, "Love the brethern, fear God, honor the King," is remembered among the precepts held aloft by you as a guide to those intrusted to your care. The Princess is as much interested as I am in seeing among you the working of your system of schools, collegiate institutions and universities.

As you have been so good as to give me such a kind personal welcome, I may add, that as one having been for some time in Parliament it is peculiarly interesting to me to observe how you, some of whom trace your descent from Scotland, are providing here for a want which has been much felt of late years at home, namely, the proper position for a class of educational establishments intermediate between the school and the university. Such an education you impart here and you thereby meet the want which with educationists at home goes by the name of the question "How to provide Secondary Education?" For the universities there are to a certain extent clogged by boys who come up to the professors' classes when they should still be in school, and valuable time is wasted and the temper of the professors severely tried by finding—when they wish to soar into the more ethereal regions of the discussions of the meaning of the great Latin and Greek poets—that many of those who come as students to

the classes cannot construe "*Arma virumque cano*," or the words which tell, in the immortal verse of Homer, of the wrath of the gods and the woes of the Greeks.

If any sympathy from us can cheer the teachers of this College I am sure they possess it in the largest sense, and it will be a pleasant thing for us to be allowed to look forward to other opportunities besides the present for inspecting the College, and watching the results of the conscientious, thorough and efficient training here imparted to a large number of promising students.—LORNE.

An Address from the Masters and Pupils was then presented by the Head-Master, J. Thorburn, M.A.

On March 25th, 1884, His Excellency the Governor-General, accompanied by Lady Lansdowne, paid a visit to the Collegiate Institute, where they were received by Mr. Francis Clemow, Chairman, members of the Board, His Worship the Mayor, Dr. Hamnett Hill, Dr. John Thorburn, and Mr. J. Macmillan, Head-Master, and escorted by them to the Convocation Hall, where an address was read by the Chairman. After congratulating His Excellency on his appointment to the high and honorable office of Governor-General of Canada and referring to the prosperity of the Dominion and the importance of a liberal education the address proceeded as follows :—

"The High Schools and Collegiate Institutes are the connecting links between the Public Schools and the Universities. The objects sought to be secured by the Legislature in the establishment of Collegiate Institutes are to impart a thorough preliminary training in classics, mathematics, modern languages and English literature required for matriculation in the Universities of the Province ; to give instruction necessary for those whose aim is to enter any of the professions ; to prepare for their non-professional examinations those who desire to become teachers ; and to give to all a higher English and commercial education than can be obtained in the Public Schools.

The Address was signed on behalf of the Board of Trustees and Teachers by

F. CLEMOW, Chairman.

J. MACMILLAN, B.A., Head-Master."

His Excellency in reply, after returning thanks for the loyal address he had received, said that nothing was more likely to contribute to the happiness and prosperity of Her Majesty's Empire than the existence within it of a thoroughly sound educational system such as I have every reason for believing the system of



this Province to be. He claimed that the interest he took in this kind of education was not of to-day's or yesterday's growth as he had had the honor in the old country of a place on the governing board of three of its best public schools and he did not think that any one ever felt much prouder of a distinction than he did when he was offered a seat upon the council of his own school to which like all old Eton boys he was devotedly attached. After referring to other matters he concluded as follows :—

“ I have only one word to add, not with reference to Collegiate Institutes in general, but to this Collegiate Institute in particular. I have learned with the greatest satisfaction that amongst the Collegiate Institutes which may be taken to represent the elite of the High Schools in Ontario your Collegiate Institute holds a place of which the people of Ottawa and the authorities of the Institute may all be proud. I find the evidence of this in the testimony of your public Inspectors and in the number of academical honors which have fallen to your students, amongst them I may mention the conquest by your pupils of two Gilchrist scholarships, the winners of which, one of whom was prematurely lost to us, took the highest position amongst our University students in the old country. To an institution which has done so much good work I am glad to extend any slight recognition which it is in my power to give and I need scarcely assure you that it will be a pleasure to me to place at your disposal a medal to be competed for by your students under such conditions as your authorities may think best.”—  
LANSDOWNE.

His Excellency Lord Stanley, Governor-General of Canada, accompanied by Her Excellency Lady Stanley, visited the Collegiate Institute November 27th, 1888.

They were received at 11 a.m. by Principal Macmillan. Honorable Senator Clemow, Chairman of the Board of Trustees, Mr. A. J. Christie, Q.C., Mr. C. T. Bate, H. Robillard and others. After they had visited the several class-rooms and observed the work of the Institute the school was assembled in the Convocation Hall where two handsome bouquets were presented to Lady Stanley by Misses Glashan and Northwood. An address was read to their Excellencies by the Chairman of the Board, Honorable Senator Clemow. His Excellency Lord Stanley made a suitable reply, in which he took occasion to urge the students to be thorough in their work, and to avoid light magazine literature. He thanked them

for their loyal welcome and after wishing them all success in life closed by granting the school a half-holiday. As their Excellencies left the hall the whole Institute joined in singing the National Anthem.

The re-opening of the Collegiate Institute after its destruction by fire, was marked by the presence of their Excellencies, Lord and Lady Aberdeen, on February 9, 1894. They were received by the Chairman, the Honorable Francis Clemow and by other members of the Board, and were then conducted to the different classrooms where the pupils were busy with their usual class-work. After visiting all the classes, their Excellencies were conducted to the Convocation Hall where the Chairman read an address.

In reply His Excellency expressed the highest appreciation of the patriotic and loyal terms of the address as well as its generous recognition of Their Excellencies' interest in the work of education. He congratulated the Principal, the Trustees, and the teachers upon the equipment of the handsome new building.

"I recognize" continued His Excellency "the special significance and importance of the collegiate education which is going on here. Some people may perhaps express apprehension that the development of education in its highest forms should lead to a want of appreciation of those pursuits and walks in life which are sometimes described as of the humbler sort, but on the whole I do not think we need have any fear that there will be any permanent misapprehension on that subject. What I mean is, that I hope we are recognizing the real meaning of the term education,—that it is not a mere cramming of knowledge, but a drawing out of the powers of the mind and all that is involved therein, and we may therefore assume that education leading to enlightenment will be its own corrective of any erroneous ideas as to the different pursuits and callings in life. Whatever may be the conventional opinion regarding them, I think we ought increasingly to recognize that every honest toil is equally worthy of respect and admiration and that we should esteem work according to the manner in which it is carried out by those who undertake it.

When we come in contact with a specimen on a large scale of educational work we cannot help dwelling upon the immense significance of the work that is going on. I refer for instance to the habits of thought and training of the intellectual powers and I would venture to hope that the influence of such an institution as this tends to the cultivation of a broad sympathetic and tolerant spirit, because we cannot begin too soon to train ourselves and others in this line of

thought. Otherwise, if unconsciously we drift into a narrow tendency of mind we may gradually,—again unconsciously—find ourselves in an inconsistent position. We may find that even from the best of motives,—patriotism or public spirit—in our zeal for carrying out our own opinions, we have drifted into mere partizanship. We may find that we are aiming at depriving other people of the privileges which we claim for ourselves, whereas what we have to remember is that every citizen in a free democratic community is equally entitled to hold his views and opinions, and to exercise his privileges. It is therefore important that we should be trained in the habit of a comprehensive, sympathetic and tolerant line of thought. We need not be afraid that we shall be the less earnest in advocating our own opinions; we shall, on the contrary, be able to advocate them with all the more consistency if we are determined that others shall have the fullest exercise of their rights and privileges.”—**ABERDEEN.**

His Excellency concluded by wishing the Institute success, promising the students a holiday and a medal for competition.

On 27th March, 1899, His Excellency the Governor-General and Lady Minto visited the Collegiate Institute. The Vice-Regal party were received at the Institute by Dr. Thorburn, G. B. Greene, Esq., and Principal Macmillan, who escorted them to the Principal's room, where the trustees and teachers were presented. Their Excellencies afterwards visited the different class-rooms. The pupils then assembled in the Convocation Hall to receive the distinguished visitors. Dr. Thorburn, before reading the address, stated that Senator Clemow, the Chairman, was unable to be present, owing to the death of his only son, Mr. Francis C. Clemow.

The following address was then read :—

*To The Right Honorable The Earl of Minto, Governor-General of Canada.*

MAY IT PLEASE YOUR EXCELLENCY :—

We the Board of Trustees and the Masters of the Ottawa Collegiate Institute avail ourselves of the visit of Your Excellency on this occasion, to congratulate you on your appointment to the high and important position of the Queen's representative to the Dominion. Canada has been greatly favored by Her Gracious Majesty in the selection of our Governors-General and it is doubtless owing in no small degree to the high character and distinguished ability of those to whom our beloved sovereign has delegated her authority that the bonds of union and good will between this country and the homeland have been so cordial and strong. We are pleased to see that Your Excellency and the Countess of Minto have already on several occasions since your arrival in Ottawa evinced your interest in our educational institutions. From Your Excellency's former residence



in this country you are no doubt familiar with the general character of our educational system. Our High Schools and Collegiate Institutes hold somewhat the same position as the great public schools of Great Britain where pupils are prepared not only for the various learned professions but also for industrial and mercantile life. It has been well and truly said that what we wish to put into the life of a nation must be put in through the schools, and hence special care should be taken in the training of those who are preparing for the teaching profession so as to qualify them for the important duties to which they are looking forward. The educators of our young people should not only have ability to instruct those committed to their care in such branches of knowledge as will make them useful and intelligent citizens, but should also on all occasions cultivate in the minds of their pupils a spirit of love and attachment to our own favored land as well as of loyal devotion to the British Empire—to which it is our pride and privilege to belong.

We beg to convey to Her Excellency, the Countess of Minto, our most cordial good wishes. We trust she may enjoy her stay in this country, and that when she and the other members of Your Excellency's family leave us they may carry away with them pleasant memories of their Canadian home.

FRANCIS CLEWOW, Chairman,

*On behalf of the Trustees.*

JOHN MACMILLAN, Head-Master,

*On behalf of Teaching Staff.*

Before replying to the address, Lord Minto expressed his regret at Senator Clemow's bereavement. His Excellency then made an appropriate reply from which the following extract is taken:—

"I most heartily agree with the opinions you express as to the influence the schools and universities of the country must exert in the formation of the character of the generations they instruct, not only indeed of the present generation, for the seeds sown in one are handed down to the other till the nation at large owes its character to its schools. It rests with your pupils for the battle of their more mature life—a battle in which a high standard of knowledge is every day becoming more necessary to insure success—a battle in which now-a-days only detailed and technical knowledge of the profession a man takes up will enable him to compete successfully with his fellow-men. And, in my opinion, besides the intellectual attainments which you can bestow, it rests with you in no less a degree to train up a straightforward, manly and patriotic race. To do this and to obtain the great ends, moral and intellectual, at which you aim, you justly recognize the overwhelming importance of the capability of the teacher himself to instruct those committed to his charge."—MINTO.

OTTAWA, 27th March, 1899.

JOHN THORBURN.

## CHAPTER IX.

### PAST AND PRESENT—A RETROSPECT.

One very striking method of showing the progress of the school during the sixty years of its existence is to give a series of contrasts in regard to the building, the personnel of the teaching staff, the salaries paid to the teachers, the equipment, the library, and the number of students. Perhaps a fairer and more adequate estimate of the progress made can in this way be obtained, than by almost any other method that might be adopted.

The date of the organization of the school (1843) carries us back in British history to the early years of Queen Victoria's reign, so that nearly all the marvellous changes in the political, the literary, the scientific, the industrial, and the religious life of Great Britain embraced in the Victorian Era, fall within the period of the school's history.

During these sixty years equally remarkable changes may be seen in the history of Canada. When the school was organized, we could hardly be said to have obtained the full measure of constitutional government; confederation was a quarter of a century in the future; comparatively little was known of the wealth of mine, forest, river, sea and soil which constitute our glorious heritage, and that portion of the great lone land, since called Manitoba, now filled with energetic and successful farmers, had its broad and fertile prairies trodden by herds of roaming buffalo. Ontario, too, in this period has advanced to her present proud position as the banner province of the Dominion. Her hamlets have developed into large and flourishing towns; her towns into wealthy and populous cities; her industrial progress has kept pace with her growth and population, and her trade and commerce have reached commanding proportions.

Judging from the intelligence of her citizens and the sterling character of her pioneer settlers, who fully appreciated the blessings of civil and religious liberty, and who were determined to

transmit these blessings unimpaired to their children, we can well understand their anxiety to make education an essential prerequisite for free and intelligent citizenship. In the struggle, strain and stress for all forms of material progress, the claims of education were not neglected, and consequently in all parts of Ontario successful efforts were early put forth to secure for the young the opportunity to gain the benefits of primary, secondary, and even university education.

In this general desire for the benefits of a sound education the city of Ottawa had its full share, and as a result her Public Schools and her Collegiate Institute have kept pace with the advance of the city in wealth and population. What that advance has been may be best seen by the following contrast in regard to a few particulars usually deemed essential in forming an estimate of educational progress.

For nearly thirty years the work of the school was carried on in buildings not owned by the Board of Trustees, nor erected for school purposes. Even in 1864, when the present Principal began his work in the Grammar School, the building on Queen street then occupied had been intended for a dwelling-house and consisted merely of two large rooms, in the lower of which the senior classes had their abode and in the upper of which the junior classes met for study and recitation. The present large and handsome structure owned by the Board and valued at ninety thousand dollars, contains seventeen class-rooms, two spare rooms for study, the Principal's private room, a room for the Masters, and another for the library—in all twenty-two rooms, exclusive of the waiting rooms down stairs for the accommodation of the students. The extension to the main building erected in 1901 contains eight class-rooms and cost thirty thousand dollars.

In 1864 the teaching staff consisted of two members, the Principal taking all the work in the senior classes, and the assistant all the subjects in the junior classes. There could in these circumstances be no adequate specialization, as this can be secured



only when the staff is larger and when a more advantageous distribution of subjects among the members of the staff becomes possible. This distribution of subjects is amply provided for in the present staff of fifteen, among whom, exclusive of the Principal, is a specialist in Classics, one in Mathematics, one in English, one in Science, one in Modern Languages, and one in the Commercial Department. In addition to these, four other members of the staff have specialist qualifications, one in Mathematics, two in Modern Languages and one in Science.

One of the crying evils connected with the subject of education has always been the utter inadequacy of the remuneration received by the teachers from whom so much is imperatively demanded. Public opinion has not yet reached the point of insisting that Boards of Trustees shall pay salaries in some degree commensurate with the qualifications and training demanded from the teacher, the difficulty and responsibility involved in teaching, and the national importance of the results of that teaching. The Trustees of the Institute, believing that in the last analysis the teacher makes the school, have always stood for efficient teaching and have striven to attract and retain the services of the best available men by offering reasonably adequate salaries. During the early years of the school's life very inadequate salaries were no doubt paid and even the early Principals gave their best and highest to the welfare of the school for a salary which would neither be offered to nor accepted by many assistant teachers. But the salaries were not only small, they were also irregularly paid, while at present the one-tenth of the annual salary is invariably paid at the end of each of the ten teaching months of the year. Teachers can therefore meet monthly their financial obligations. The total sum paid in 1903 was \$18,205. The following schedule of salaries, furnished by the Secretary is now in force. Male assistants other than specialists begin at \$900, and have an annual increase of \$50 until the maximum of \$1400 is reached. The initial salary for specialists is \$1200 and increases annually

by \$75 until the maximum of \$1800 is reached. The Principal's salary is for the first year \$1800 and increases by \$100 a year until the maximum of \$2600 is reached.

The time may soon come when secondary education shall be as free as that obtained in the Public Schools. Until that time arrives a very considerable revenue will be received annually from school fees. In 1903 the total sum received from this source amounted to \$10,109.50.

Whatever changes may in the near or more remote future be introduced into the curriculum of studies for High Schools and Collegiate Institutes an increasingly large amount of attention will assuredly be devoted to science. Practically no provision was made in the early history of the school for the teaching of science as now demanded by the Department of Education. The present Principal began the teaching of chemistry in an ordinary classroom, with absolutely no apparatus, the only appliances available being a piece of chalk, a text book, and a blackboard. Now three large class-rooms, one for chemistry, one for physics, and one for biology are wholly devoted to science. Each room is amply furnished with all the appliances now deemed necessary for proper experimental work, so that all the benefits from the only true method of teaching science are enjoyed by the students who in larger numbers every year are taking courses in science. The value of the apparatus now at the disposal of the Science Master is \$1,518.22.

That a reference library whose shelves are filled with standard books on each department of study is indispensable for master and pupil alike will now be universally admitted. Yet for a long period after the organization of the school no books other than those supplied by the masters themselves were available for the use of the pupils. This defect was partially remedied after the removal of the seat of Government to Ottawa, when the books in the parliamentary library could under certain conditions be consulted by masters and pupils. The only true and permanent remedy, however, is the school library. The Trustees have for

some time voted an annual grant of \$100 for the school library, the present worth of which is \$1,260.40.

For some years a preparatory class was maintained to keep up the supply of those seeking to enter the Institute; but this class has long been abolished, for candidates in increasingly large numbers come up from the Public Schools for the annual Entrance Examinations. At first, one class-room held all who attended from the Public Schools, now the supply is so large that four class-rooms are needed to hold all who are admitted after passing the Entrance Examination. The total number entered on the roll in 1903 was 610, of whom 349 were boys and 261 were girls.

J. MACMILLAN.

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## CHAPTER X.

### REMINISCENCES BY EX-PUPILS.

“ There are no times like the old times,  
They should never be forgot ;  
There is no home like the old home,  
Keep green the dear old spot ;  
There are no friends like the old friends,  
May heaven prolong their lives ! ”

“ ’Tis Sixty years Since ” was the alternative title Sir Walter Scott gave to his first novel, *Waverley*, published in 1805, because it was a tale of the Jacobite rebellion of 1745, just sixty years before. “ ’Tis sixty years since ” the Dalhousie District Grammar School was opened and I am asked to write some reminiscences of that early period. My first impulse is to ask myself the question, “ Am I old enough to remember things that happened sixty years ago ? ” I can hardly realize it but it is even so. It is sixty years since, a little white-haired laddie, I was first taken to the school by my elder brother Donald, who was one of the big boys as I was one of the little boys. And it is a remarkable circumstance that the first Head-Master and my first teacher is still living, hale and hearty, enjoying as but few are privileged to enjoy the happiness of a green old age.

Things were very different then from what they are now. The Capital was then only a little town, or rather two little towns, of perhaps 5,000 people, upper and lower towns, separated by the Government Hill which was fenced in all round. The road between the two towns wound, from where the corner of Bank and Wellington streets now is, in a south-easterly direction past the site of the present Dominion Methodist church and then easterly along the southerly boundary of the two graveyards, Catholic and Protestant, which occupied the space a little to the west of what is now City Hall Square, and then northerly to Sappers Bridge. But foot passengers had the privilege of entering the sacred precincts of Government Hill by turnstile gates and crossing the hill by numer-

ous foot-paths. These gates were at the east end of Wellington street on the one side and not far from the west end of Sappers Bridge on the other side. There were also two large gates, but these were seldom opened except for the passage out or in of the soldiers, whose barracks occupied the top of the hill, for Bytown was a garrison town, and its little society was made gay by the presence of the red-coats. There were very few houses south of Sparks street. Le Breton's Flat was covered with small cedars and pines; Centre Town did not exist, and Lower Town scarcely reached to Sandy Hill, and New Edinburgh was considered a long way off.

The streets were not paved; there were no sidewalks; no gas-lights. People going out in dark nights used to carry lanterns with tallow candles in them. In fact timid people would rather not go out at all at night, for the memory of the Shiners had not died out.

There were five churches, the English church at the extreme west end of Upper Town where the Rev. S. S. Strong was rector; the Scotch church, a rather grim looking stone building where the Rev. John Cruikshank ministered; the Methodist chapel on Sparks street where the Rev. Lachlan Taylor's stentorian voice was wont to be heard; the Methodist Episcopal or Gardiner's church on George street; and the Roman Catholic, a large wooden building on the site of the Basilica, which was afterwards removed bodily to the other side of the street to allow of the erection of the new church. The priest was Father Dandurand whose name I used to hear pronounced just as it spells in English with the accent on the second syllable.

The only mills at the Chaudière were Daniel McLachlin's grist mill and saw-mill, to which were added a year or two after John Perkins' grist mill and Philip Thompson's saw-mill, a little further down the stream. There was no railway, nor for several years after. But there were very many steamboats. Before the construction of the St. Lawrence canals, all the traffic between Montreal

and the west was sent up the Ottawa to Bytown and thence by the Rideau Canal to Kingston, so in summer the place was very lively. Little steamers, just big enough to pass through the locks were constantly coming and going with long tows of barges behind them. And there was one big passenger steamer running between Bytown and Grenville, the Shannon, which had two walking-beams, and which carried a small cannon, the firing of which announced her arrival as she made a big sweep round Nepean Point to reach her landing place at the foot of the locks. She was probably not a very fast boat, for I remember some years after when a new steamer, the Speed, was put on the route, what a great achievement it was looked upon that the owners could advertise in large type "Through to Montreal by daylight."

There was only one newspaper, the Bytown *Gazette*, a weekly established by Dr. Christie, some years before, and at the time conducted, I think, by Robert Shirreff, a man of considerable note in his day.

I was not one of the first pupils of the Grammar School, but I attended it very soon after its establishment. We occupied the lower story only, the upper being vacant. We sat on backless forms before long desks of uniform height for big and little boys alike. We had no steel pens then; all our writing of strokes and pot-hooks was done with quills, which the master mended for us every day with his pen-knife—the origin of the term is easily seen. As for books I have recollections of Carpenter's Spelling-book, Lindley Murray's English Reader, McCullough's Third and Fourth Reading-books and Lennie's Grammar. As for arithmetic I did not get far enough to need a text book before I left, but the recognized authority was Walkinghame's, which disguised itself under the specious title of "The Tutor's Assistant."

There was a sand-pit near by, which was a source of perennial delight to us little fellows, for besides the pleasure of jumping into it, we built or rather dug wonderful troglodytic mansions in its sides. The bigger boys had their games of pallet (since evolved into base-ball) and shinny (now developed into hockey).



The first master was Thomas Wardrope, then a young man fresh from Queen's College, Kingston, with a charming personality and a gracious manner which he still retains after all these years mellowed by time and the experiences of a long and happy pastorate. He had as assistant his brother George who had charge of the younger boys and so was more directly my teacher.

It is indeed a melancholy reflection to me that so many of my comrades of those days have died or disappeared from my view if perchance still living. Rather I might say so few are left. There were the McKays, Aleck, John, Charles, and Tom, all gone; the Ritchies, Robert, James, George, and Thomas, all gone except Thomas; John and Willie McInnis; the Aumonds, Alfred, Charles, and Billy (I prefer to speak of them in the familiar terms of our boyhood); John and Andrew Rogerson, Thomas Burgess, Charley and Andrew Barreille, Joe L'Esperance, Charley Pinhey, Jimmy McTaggart, William Stirling, Jack Nicholson, Nathaniel Graham, William Ring, the Porters, Aleck, Tom and Davy, Stephen Kenny, Samuel and Brown Roberts, William Blyth, Francis Oriel, Eb. Playter, Sidney and Massey Baker, Duncan and Donald McArthur, George and Joey Stevenson, Jim McDonnell, Wilbrod and Theodore Besserer, Clinton King, John Malloch, and many others, now since, alas! mere "*voces et praeterea nihil*."

I might relate some incidents, trivial in themselves perhaps, but which affected my young mind not lightly, as when one morning while all standing during the recital by Mr. Wardrope of the Lord's Prayer, Charley Pinhey suddenly fell back in a faint, or when in a game Massey Baker split open James Ritchie's forehead by a misdirected blow of his shinny. The most impressive incident however was the explosion in the school yard of a can of powder in the hand of Tom Porter. I remember as if it were but yesterday his agonizing cry when brought into school, "Oh! it's sore," and Mr. Wardrope's gentle words, as he bandaged up the poor mutilated hand, "Don't cry, Thomas, don't cry." And what a shock it was to us all when we were told next morning that he was dead of lockjaw!

In 1845 Mr. Wardrope resigned the mastership to become pastor of the newly formed Free Presbyterian church. Old citizens will remember the squib that appeared in *The Packet* newspaper as a new chapter of the Maccabees, in which the men who took a prominent part in the split in the old Scotch church were hit off with excellent good humour. Mr. Wardrope's successor was the Rev. John Robb, whom I knew only by sight, as I was taken away from the school before his appointment and I know nothing of his administration of its affairs.

In 1852 I returned to the school which had become the Carleton County Grammar School and was then under the management of Mr. William Aird Ross, now the respected ex-County Judge, and was located in a wooden building on the north-west corner of Elgin and Maria streets. I know not how adequately to express my obligations to Mr. Ross for the great benefits bestowed on me by him during the year and a-half I was under his tuition. Along with a vigorous and energetic nature and an unconquerable will he had the faculty of instilling into some at least of his pupils a part of his own ambition to excel and of fostering a desire for knowledge which but for his inspiration might have been left in unconscious slumber. Nor did his interest in his pupils cease with their departure from the school. I can bear personal testimony to the keen interest he always manifested in the subsequent career of several of those who were my class-mates under him.

In September 1853 I left the school finally as a scholar and when I returned it was to fill the office of Second-Master in 1860 and 1861, when the Rev. H. J. Borthwick was Principal. The school had been removed to a stone building on Metcalfe street nearly opposite the Methodist church, and the number attending had increased so much that both flats were quite filled. But of this period it is not my province to speak. It may seem egotistic, but perhaps I may be pardoned the vanity, if I set down here that on my retiring at the close of 1861 my boys honoured me with a beautiful souvenir of a gold pen and pencil and a kindly address,



J. E. WALLACE and W. A. GRAHAM.  
Group of "Old Boys" of 1877.



Group of Old Boys at Reunion, 1903.  
Fourth Form, 1890.



REV T. D. PHILLIPS, M.A.,  
(An Old Master.)







the possession of which is still to me a delight, saddened though it is by the reflection that the touch of the vanished hands of many who signed it I shall never feel again.

GEORGE KENNEDY.

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1855-58.

If my memory serves me right, my first experience of the Grammar School was when it was located at the north-west corner of Elgin and Albert streets, somewhere about the year 1854. The building was an old frame, clapboard affair on Elgin street. We had Mr. W. A. Ross as Principal, and a rare specimen of the strict pedagogue he was. He inclined very much to the birch, until, one day, he ran a splinter through Fred Harvey's finger. Fred fainted at the sight of his own blood, and the result was reform, the abolition of the rod and the substitution of leather as an instrument of punishment. Some of the pupils he used to lick every day on general principles. I got my share, and, after years of reflection I have come to the conclusion that I deserved all I got, and probably more. Especially was it the case after emptying my neighbor's bottle of ink into Mr. Ross's coat pocket while he was inspecting the writing lesson of the boy on the other side who, at this date, I think was Jim Sutton or Jasper Lockwood. He licked the whole form without finding out who did it and I held my peace, inasmuch as they would have done it unto me. A few days later we had our revenge. A big boy from Aylmer, one of the Aylens, had forgotten his books, and next morning came to school without having his exercises prepared. The class was called. Aylen did not rise. The Principal demanded explanations. Aylen said he had forgotten his books and had not prepared his lessons, consequently he declined to stand up with the class. It was a distinct repudiation of authority and the school held its breath in awful but suppressed expectancy. Then a thing happened that was not on the programme. Mr. Ross advanced

between the benches to use the strap. Aylen swung his foot out from under the desk, caught the teacher a sort of drop kick just below the belt and Mr. Ross went out of business. Aylen gathered up his books and retired. He was too big for that school.

There were a number of us at the school who were hard propositions for any master to run up against. Alex. Christie was a fairly tractable boy, so were Bob Donaldson and the Hicks. Jasper Lockwood was not, nor was Albert Macdonald, nor his brother Charlie. Jim Sutton and Jack Durie could always be depended on when a fight was on between our school and the Lower Town boys, but they were usually shy about getting their eyes blackened or their clothes torn as explanations would not be accepted at home. J. K. Stewart was a student full of mischief. Tommy Thompson, son of the City Treasurer, was always a philosopher. He and my brother George were souls with but a single thought—and that was to get away from the turmoil of the play ground and search for bugs, snails, shells and things that would add to their natural history collection. Neither was worth a button in a fight; they were *Doukhobors* without knowing it. At the time there was a strong sectional feeling between the boys of Lower Town and those of Upper Town, and it mattered not if a fellow could take honors in his class, if he could not hit straight from the shoulder when a scrap was on. Bob Hick and his brother Fred were of the studious kind. They were not robust boys and were not really in it in shinny or any of the rougher games in which we delighted. Alex. Christie was a student, but he was also a fighter. Fred Bradley and his brother Richard were big and strong—Fred in the field and Dick in his class. Dick seemed to see nothing but the serious side of life. Big, good-natured Fred was too fond of fun to be a student, and I doubt if he would have graduated with honors in a twenty years course, except in athletics. Sherwood Cox was just beginning to loom up as an intellectual champion when he died. Ned Cluff had the elements of a dead game sport and a stayer from the time he first made his



appearance in school in short pants. How he afterwards graduated on the field of sports and became an authority on insurance is known not only in Ottawa but over a large section of the continent. Alex. McCormick, Nat Hay, Jim Leslie, Will Scott and others were too small to be counted on in a game of shinny or rounders, and were a source of anxiety to the more thoughtful ones of us when we went in swimming. Have any of our boys ever experienced a more delightful swim than they used to have in the luke-warm muddy water of the canal in the long June days of the fifties? Have they ever caught or missed such big fish as we used to hook at the foot of the locks, or did they ever have such fun in skating as we had between Sappers bridge and Hartwell's in the cold days of November. I think not, as far as I am personally concerned. All joys seem tame and all sorrows commonplace now compared with the joys and sorrows of the old Grammar School days of 1855 to 1860.

Later on came William Ogilvie, steady as a clock, but full of quiet humor; Alex. Lumsden, an earnest student but always ready for the playground; John McLatchie, Tom Birkett, sturdy, independent and masterful; George Sutton (Jim's younger brother), Dave Kenly, George Blyth, Godbee Brown, Tom McDermott. By the way Tom lived then in the little cottage over on Cooper street. It was a clearance on the edge of a swamp, and between it and Elgin street was an Irish settlement known as Corkstown. Tom's residence seemed to be away in the bush at that time. The old roller rink was located in later years just about the mouth of the creek that used to drain the swamp extending from Elgin street away back to Bank street, and at its mouth the boys gathered to swim and fish, settle personal differences with the fists, and incidentally have some fun with old Tom Hodgins and his wife, Bell, well known residents of the Corktown settlement.

As I write, incidents come back to my memory that I had almost forgotten, many of which, though interesting to some of the survivors, could not well find a place in these memoirs. Deb

Chitty, in those days, was a lank-bodied boy. He used to scrap when the boys would ask "Is it cold up there?" His brother Harry was a dapper looking young chap, alert, always neat, and gave promise of the histrionic talent that he subsequently developed. Erskine Bronson was good in Latin and classics generally. He was almost too reserved in manner from boyhood to be counted on as a safe comrade in any mischief that would afterwards require explanation. I cannot remember much about Dick Langrell, son of the then Chief of Police. How many of us can remember when we used to have daguerreotypes taken at Lockwood's gallery, near Sappers Bridge. It meant an exposure then from three to five minutes, and the results were sometimes awful. I have some of those horrors yet. In another generation they will be worth their weight in Buffalo robes, to a photographer's society. We had the Bytown & Prescott Railway then, telegraph connection with Prescott, and a daily paper. The Crimean war, and the Mutiny in India, panoramas of the trek of Joe Smith and his Mormons to the Great Salt Lake, and of the gold rush to California were the big excitements of the period. Boys did not read so many novels at that time as they do now. A copy of "Sixteen String Jack," "Jack Shepherd," "Pawnee Bill," "Sweeny Todd the Ruffian Barber," or any other good yellow book worth reading cost a shilling. By the time it was read by the owner and his friends, there would hardly be enough left to light a cigar with. At that time only a select few in Ottawa knew what tomatoes were; bananas were a curiosity; it was generally supposed that cultivated grapes would not ripen here. We lighted our homes with candles and conned our lessons by their feeble light. Coal-oil lamps were then coming in, but they were used only by experts in lighting, who knew how to avoid creating an explosion. The oil at that time (called "Rock Oil") had the maximum of smell and the minimum of light; but it was an improvement on the wax or tallow candle. In those days the Indians played lacrosse on Barrack Hill; Grammar School boys looked on with admiration and envy, little dreaming that in

their day and generation they would beat the Indians at their own game. We had no clubs then ; no base-ball club, no lacrosse club, no foot-ball club. Godfrey Baker (at that time postmaster), Major Galway, " Bill " Cluff (now city auditor) and a few others made up a cricket team, and that was about the extent of the organized sport of the day—outside of horse-racing which was, of course, beyond the means of Grammar School boys. How Collegiate boys of the present day would pity our ignorance of electric motive power, electric railways, steamships, phonographs, telephones, elevators, " conigrams," moving pictures, fast presses, illustrated daily newspapers and the thousand and one other conveniences of every day life of the 20th century. The marvels that we have seen since then are only an indication of what the present generation will see long before the year 2,000.

My final experience as a pupil of the Grammar School was in the building, now part of the Windsor Hotel, about where Mr. George Cox subsequently carried on his engraving business for some years. For a time Mr. Millar was Principal, and was succeeded by Rev. H. J. Borthwick I think, with Geo. Kennedy as assistant. It's a long time ago. The wonder to me, when I come to think of it, is that a disaster did not occur at the school on Metcalfe street. There were three flats. The upper one was just an open attic with a small portion near the stairs so arranged that when the Principal came up the stairs any boy who was doing mischief up there could slip down without being perceived when the teacher in charge reached the landing. The mechanics who finished the building had left a few two inch planks behind. These we inserted between the wall-plate and the rafters. They made powerful levers with two or three boys on the end of each plank and the roof would rise from four to six inches. Why it did not slide off into the street has always been a mystery to me. I often wonder how so many of the boys of that period in the history of the Grammar School escaped being hanged, and grew up to be respectable, staid old citizens, pillars of the church and successful



professional and business men. I think we were more thoroughly grounded at that time in the three R's than boys are now, and hadn't to worry so much over the trimmings which occupy so much of the time of those who came after us. The "trimmings" we got from the teachers then were of a different character, and I think productive of more real benefit to the school, than the modern methods.

ANDREW HOLLAND.

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1857-60.

My recollection of the Grammar School begins about the year 1857. The teacher was Mr. W. A. Ross, now Judge Ross, a pedagogue of the old school, with unbounded faith in the virtue of the rod as a means of developing the intellectual powers of his pupils. To do him justice, he was one of the best teachers I have ever known, despite his love for the birch. If he kept constantly before him Solomon's remark about the use of the rod, he had a high sense of duty to those committed to his care, and in his desire to appear as impartial as he really meant to be, was, if possible, more severe in punishing his own nephews than in castigating other boys in the school.

As many of us know Judge Ross personally, I need not describe his appearance, further than to remind some, who may have forgotten the past, that little men sometimes possess muscles of iron and sinews of steel. I have seen him tackle and thrash boys that stood head and shoulders above him. Sometimes he caught a Tartar, but on the whole he could be counted upon to come out on top in a scrimmage, and he maintained discipline in the school and advanced his pupils in a manner that merited the commendation of the whole community.

My recollections of the school on Queen street are very dim. I was one of the small boys and sat in the very front row. Beside me sat Dick Harvey, a lad about my own age. On the whole we were fairly good boys, but occasionally we sought diversion

from the monotony of our studies in ways not allowed by the rules of the Institution. One day we had caught a big blue-bottle fly. There had been a sensational hanging somewhere about the time and it occurred to us that we would execute the blue-bottle to see how such a show would look. We got a hair, made a noose of it, slipped it over the fly's head and were about carrying out the sentence of death, when a few sharp raps of a ruler over our knuckles reminded us that there was a higher law which we had infringed. We got further reminded the same day, and our ardor in executing the death sentence on the blue-bottle during school hours was promptly and permanently cooled.

It was while attending the Queen street school that I played truant for the first and only time in my life. My brother was absent from home for a week and I did not care to go to school without him. My companion was Tom Swalwell, a son of the late Anthony Swalwell. We were not chums, but the morning that my brother left home, I met Tom and readily fell in with his suggestion that we should take a vacation. We spent that day in the fields. Next day was rainy, but we were afraid to go to school and face Mr. Ross. Tom and I spent the day under cover of a pile of slabs. I think it rained the greater part of that week, and Tom and I put in a miserable time. I was glad when Saturday came, and with it my brother. The following Monday we went to school together. My brother could account for his absence; I could only account for mine by a frank and full confession. I expected, of course, to be flayed alive, but for once justice was tempered with mercy. My case was referred to the home authorities, and the culprit was cautioned and allowed to go under suspended sentence.

Among my schoolmates I had few intimate friends. I can recall, however, three—Tommy Thompson, son of the city chamberlain, "Addie" Carroll, son of the resident Methodist clergyman, and Sherwood Cox, a half brother of ex-Mayor Cox. Sherwood was bright and ambitious, and subsequently was gold medallist of the

Collegiate Institute. He was my chum, and his untimely death was my first vivid realization of the inevitable separations which come to all of us sooner or later.

Our playground after school hours was in the region now comprised between Sparks and Albert and Bank and O'Connor streets. It was low and marshy, but there were dry places suitable for our purposes. West of what is now Bank street and south of Queen street were fields of grain and I can remember the interest we took in the first mowing machine we ever saw. It was used to cut a field of oats which extended from the south side of Queen street out to where Charlie (now Doctor) Graham's people used to live—away out of town as far south as Maria street. On the east side of O'Connor street between Sparks and Queen streets, and covering all the ground up to the British Lion hotel (now the Brunswick) my uncle cultivated a fine vegetable garden, as an adjunct to his hotel "The International" then situated on the opposite corner west of what is now Bryson & Graham's departmental store, and was a very popular man with the small boys of the neighborhood from the time the first cucumber came in until the last melon was killed by the autumn frost.

There were few public amusements in Bytown, but fires always furnished an agreeable change from the monotony of school life. A conflagration in those days was something to stir the blood. There was no paid fire brigade, no cordon of policemen—nothing to interfere with the picturesque and exciting incidents attending a fire. In the absence of waterworks or deep inexhaustible wells, the water supply was hauled in barrels from the river. To stimulate the water vendors to their greatest activity, the first man to arrive with a barrel of water for the hand-engines was paid a bonus, and the result was a mad race of water carts to the scene of the fire, and a scrap among their drivers over the bonus. When the volunteer fire brigade happened to be short of hands to work the pumps, bystanders were impressed into the service, and we boys occasionally were allowed to help the pumping brigade.



The street lighting was in keeping with the water supply. The lamps were few and far between, and were fed with oil—whale oil, I think. Afterwards came the gas lamps, marking a distinct advance in civilization. I can well remember the lamplighter, with his ladder over his shoulder, going his rounds in the twilight—that is, when the moon was in its first or last quarter. Under the contract between the city and the gas company, there was to be no competition between the company and the man in the moon. Each had its appointed time for lighting the streets, and consequently, in cloudy and stormy weather, the streets were at times shrouded in Egyptian darkness.

In the absence of more practical issues, there was a good deal of sectional and sectarian bitterness in the city. The boys west of the canal looked down, literally and metaphorically, upon the boys who dwelt in lower town. The latter were mainly Irish and French and attended the separate schools. There was a good deal of border warfare, and sometimes, despite the vigilance of constable Langrell, a raid in force from one territory into the other. My brother and I took part in one such crusade. The upper town boys collected their forces on the hill back of where the post office now stands, and marched across Sappers Bridge to give the enemy battle in his stronghold, somewhere in Letter O. Our parents got wind of the expedition, so did the constable, and while the latter lay in wait for the raiders behind one of the kopjes of Major's Hill, the former made a rear-guard attack. I can remember my brother and myself being ignominiously captured and taken home by an unsympathetic parent, who could not appreciate our desire for glory and our zeal for the cause of upper town. What he did for us the constable accomplished for the expedition as a whole.

An election in the fifties was something worth taking part in, and my memory of one in particular remains vivid to this day. The contest was between Mr. Scott (now Hon. Mr. Scott, Secretary of State) and the late Mr. Bell. I had no idea what the issue was, but I recollect that lower town was for Scott, while upper town

was for Bell. That was long before the ballot was introduced, and I think the polling extended over three or four days. There was wild excitement, and we upper town boys shouted ourselves hoarse crying through the streets "Hurrah for Bell." I do not remember the slogan of the lower town boys.

From Queen street the school was removed to a frame building, at the very outskirts of centre town—in fact, the very last building on Elgin street, at the corner of what is now called Albert street. South of the school house the land sloped abruptly into a swamp where in play hours, at the right season of the year, boys could always depend on finding plenty of frogs. In front of the school, situated in the middle of the square, was the old town hall and market place. South and east of it, a common stretched to the canal basin, and on the south side of the basin, hugging the shore all the way over to the Deep Cut, lay Corktown, a community which has long since disappeared, but of which those who were Bytown boys have very distinct and interesting memories.

There was no playground connected with the school. "No pent-up Utica confined our powers"—we played where we pleased and as we pleased. At one time—I think when the siege of Lucknow was a subject of all-absorbing interest—we constructed a fort of sods on an eminence back of the town hall, a little south of where the police court now stands. It was quite a structure, in shape like a Martello tower, but, of course, without a covering of any kind. When it was completed, we divided our forces, a few of the big boys undertaking to hold the fort against the combined assault of all the others. Being one of the small boys, I was attached to one of the assailing parties. The ammunition was sods taken from sandy ground, and when a combatant was struck in the face with one, he retired from the conflict, temporarily blinded. The battle raged furiously for two days all through the noon hour, and scores of boys had to be led to the canal basin to have their eyes washed; breaches had been made in the fort, more by the defenders, who were running short of ammunition, than by the

assailants ; there was every prospect that in a few minutes the garrison would either have to capitulate or the fort would be taken by storm, when the teacher, or the town constable, or perhaps both, appeared on the scene and stopped hostilities. It was exasperating to be cheated of a hard won victory, but the warriors had to bow to *force majeure* and blow about what they could and would have done if—

Boys who had any ambition to learn under Mr. Ross found him helpful, if harsh ; boys who had no desire to learn found him stern, I might almost say merciless.

I was the innocent cause, on one occasion, of getting a big boy, for whom I had a very warm friendship, severely punished. His name was Fred Bradley, a brother of our respected fellow-citizen, Mr. R. A. Bradley. I always liked to be near Fred, and we sat side by side on a long bench. One day, I rose to get a drink, and in my absence Fred deposited a crooked pin on my seat. I sat down, but immediately rose to a point of exclamation. In an instant the teacher had me by the collar and demanded why I had raised such an outcry. I explained that something sharp on the seat had hurt me. There on the seat was the crooked pin, and it was evident that it had been placed there by either one of my neighbors. Fred owned up to it at once and took his "licking" like a man. He shed never a tear ; I did the weeping for him, and would not be comforted because I had brought punishment on my friend. Many years afterwards I met Fred on a train and recalled the circumstance ; he had forgotten all about it.

When Mr. Ross dropped school-teaching and became a lawyer the school was moved to Metcalfe street, opposite the old Methodist church, and, if my memory serves me, the next teacher was Mr. Millar. I have no very distinct recollection of him, but my impression is that his stay in the Grammar School was short. He was succeeded by the Rev. H. J. Borthwick, who brought to the institution new and improved methods, and contrived to maintain excellent discipline without resorting to undue severity. Of all



the teachers I have known, I should place Mr. Borthwick in the front rank. Under him the school thrived and the attendance increased. Then, too, if I recollect right, young ladies appeared in the classes to the great advantage of the institute. Their presence had a wholesome effect on the boys, while their industry and diligence had a stimulating effect on the whole school.

I can recall one memorable incident that occurred while I was a pupil under Mr. Borthwick—the unroofing of the Methodist church. It happened one stormy night, if I remember correctly, in 1859. The church—not the present structure but a smaller and less pretentious building—was directly opposite our school, at the north-west angle of the street. It was metal-roofed and apparently very substantial, but a fierce gale from the north-west lifted the roof from the walls and dropped it on the intersection of Metcalfe and Queen streets, completely blocking both thoroughfares. When we arrived at the school house in the morning the highway looked as though it had been paved with tin during the night. We found a novel playground on which to spin tops and indulge in such sports as the smooth surface seemed best adapted for.

It was, I think, in Mr. Borthwick's time that Rufus Hudson first appeared in the Grammar School. He was a short, thick-set boy, with a round smiling face and ruddy cheeks. He came from Chelsea, and I am under the impression that he walked to and from school, taking such chances for a ride as the farmer's rigs afforded. From the first he made his mark in the school yard and in the classes. He passed with honors, and subsequently at Toronto University had a brilliant career. He is at present one of the trusted head officials of a large loan company in Toronto.

Sawtell Thompson was a boy who was always getting into scrapes. He was a stout, full-blooded lad, with a loud voice and rough manner, and with a decidedly florid complexion. After leaving school he was in the grocery business on Rideau street until his death some years later. Charley Perry, son of the city engineer of that day, was left-handed, and enjoyed the distinction of being

the best shot with a snowball in the whole school. In the frequent snowballing contests he was a tower of strength to the side which secured him.

During my last year in school—the winter of 1860—at Mr. Borthwick's suggestion, we entered upon a journalistic venture. The Grammar School Weekly was not exactly an up-to-date newspaper; it did not appear in print, and its circulation, though select, did not warrant us in soliciting advertisements. An editor was appointed and contributions from the pupils in all the classes were invited. Every Friday afternoon the collection of papers was read to the contributors, the rule being—no contribution, no admission to the entertainment. After the reading of the papers there was a free criticism of them, each contributor pointing out defects in any of them but his own. The journal was still flourishing when my school career ended, and probably was the first step towards the establishment of the admirable Lyceum of to-day.

In the spring of 1860 when I bade farewell to the Collegiate Institute the school was in a flourishing condition. Its progress from then is familiar to most of us, and we can judge, from its usefulness in the past, how valuable it is to-day and must in the future be to the whole community. The change and development of the city has not been greater than the progress of the school. The Grammar School of Bytown could no more be compared to the splendid school of to-day, than the scattered straggling villages of Upper and Lower Town could be compared to the stately capital of the Dominion of Canada. Nevertheless, I cannot help thinking that in some respects the old school under Mr. Ross and Mr. Borthwick could stand comparison with the Institute under its present excellent staff.

GEORGE C. HOLLAND.

1865-70.

There was an active and flourishing company of school cadets about 1866, of which I think (Colonel) Tom Evans was a member. I remember that we used to march to the ranges on the banks of the Rideau and practice with muzzle loading carbines.

When the school building was opposite the City Hall it was the amiable custom every winter, of those first out of school, to station themselves opposite the front door and force the boys who made a later exit, including the "kept ins," to run a snowball gauntlet. The luckless ones who were thus exposed to the fusillade were afterwards free to join the blockaders and inflict similar punishment on the still later ones. This form of discipline became at one time so popular that the best shots, including those who were ambitious to improve their social standing in the school republic, used to congregate before study hours in the morning and fire at marks while waiting for human victims. It thus happened that a school pastime stimulated punctuality; it was better to come early and avoid the rush. I presume one remembers the tricks played by one's fellow-students and the horse-play *quorum pars magna fuit* longer and more vividly than the more important incidents of school life.

A very effective punishment, mostly administered by our always beloved Head-Master John Thorburn, was the writing of "pages." This clerical work was done either while we tarried "weak and weary" after a day's real or pretended work or was carried on at our homes. When first instituted it took many long months to decide what is meant by the word "page." Some imaginative Fourth Form boys ventured the opinion that *any* page would do, irrespective of the *length* of the lines in it. No, said the teacher, we shall mingle instruction with your punishment; you shall write your pages from that compendium of all historic truth—Collier's History of England. Good, said we, the history exhibits numerous "sawed off" pages that can be copied in an instant. New wrangles thereupon arose as to the minimum



number of *lines* that constitute a "page." Finally a compromise was effected by the choice of the same page. A fine of six pages meant six copies of the same page. And now, after the lapse of thirty years I believe I could still tell how "the riotous Prince Hal became transformed into the brave and wise King Henry the Sixth" and "went back on" his boon companions. To a good many of us (and there were so many of us that were not good!) this form of retribution seemed so certain that we began to anticipate it by the accumulation of pages. At odd hours the "riotous Prince Hal" was again and again reduced to paper against the day of need. For a time pages were also written (for a consideration) by sisters, small brothers and even—also for *considerations*—by other boy's sisters, until that source of supply was cut off by an edict prohibiting pages written in a female hand. Finally it was decided that, in cases of doubt, the burden of proof would lie with the individual presenting a page, that it was written by his own hand. This restriction imposed on a legitimate trade, was not an unmixed good because it increased those difficulties that come to the front when, for instance, one whose penmanship generally resembled the progress of a fly dipped in ink over a piece of white paper, attempted to show that a "page" written in schoolboy's copper-plate was an every-day example of his own handwriting.

When a boy was fined a certain number of pages it was a great satisfaction to rise in his place, advance to the teacher's desk and pay something on account; perhaps, in flush times, to wipe out the whole debt. Soon pages became articles of trade and barter, their market value rising and falling in accordance with the well known laws of supply and demand. Every morning a ledger was produced and a call made for pages; the boy who had none was fined an additional page and if his line of credit had unduly expanded it was curtailed by an invitation to remain for an hour and do more "Prince Hal's."

About this time an epidemic of stamp collecting prevailed in

the school and my friend W. J. Christie, the best penman in our form, wrote, with a fine 303 Gillott's, six microscopical pages on a sheet of white foolscap. These were ornamented with marginal scrolls and perforated with a pin to resemble part of a sheet of postage stamps, and thus exhibited to admiring school-fellows. When the inevitable fine was imposed William advanced to the desk and, in the Presence, slowly and ostentatiously detached one "stamp" and presented it in payment. The teacher was too wise to discuss the matter before the class but he was detected in making a careful study of that page to see that no lines were omitted.

It was the proud boast of one boy, whose present high official position prevents a mention of his name, that although fined pages, whose number equalled that of the leaves in Vallambrosa, he never wrote but six. As his account generally showed that number, or multiples of it, he constructed a convenient packet of the six pages aforesaid which, being paid in were readily abstracted and not missed from the accumulated pile in front of the teacher while that much abused man was straightening out the accounts of other delinquents. Anyway, the teacher himself was to blame; his constant approval of Greek institutions and his unlimited praise of Greek ideals finally infected us and that is the reason we generally adopted the Spartan code, that the crime consists not in the commission of an error but in allowing it to be found out.

As will be remembered by most of the "old boys," about five minutes at the end of each hour were allowed for the interchange of teachers; it thus often happened that the master in classics, for example, who, the previous hour, gave his attention to pupils on the first floor was obliged to reach the top floor for the next recitation. On going up he often met on the way another master from some other room. It frequently transpired, owing to conferences between teachers meeting in this way and outside the class-rooms, that, from ten or fifteen minutes at a time, the pupils were left alone. Doubtless in these days that time would be

occupied by the boys in discussing the next lesson or in study. We, however, filled it in by working out ingenious problems in strategy. As soon as the teacher left the room a sentinel was placed at the door and then the fun began. Among the plots carried on to our satisfaction was the practice of bowling during these precious intervals. An abandoned orrery—part of our incipient physical science laboratory—was seized and the sun, moon, and earth, not to mention a few lusty planets made out of hardwood, were divided among the revellers. Nine-pins were constructed out of the small firewood that fed the big “Three Rivers” stove. When all was ready the game was played in the back of the long school-room. If there are any Marquis of Queensbury rules governing “nine-pins” we followed them. As soon as the sentinel notified us that the representative of law and order was approaching all was quiet; the heavenly bodies were restored to their orbits in an old desk and the firewood was distributed among various hiding places. So far as I can remember, this was the only elaborate piece of horse-play that went on for months without discovery by the authorities. It escaped detection partly because it took place on the first floor disturbing only the warehouse men below us, and partly because it was well understood that some considerable noise was always to be expected of Fifth Form boys when left alone.

During the hot summer days there was a daily pilgrimage of boys to the Rideau Canal for a cool plunge generally at the “rampike,” the stump of a large tree that at that time projected and, I trust, still projects above the limpid waters of the canal. “Swims,” you may know, were generally prearranged expeditions. They followed a sentence of that sign-language, uttered by the opening and closing of the fore and middle fingers of the right hand, that I doubt not were also made by small boys to one another on the streets of Nineveh, Damascus and Troy, a thousand years before Horace told us how good a thing it is to take a bath after exposing ourselves to the heat and burden of the day. Of course it was against the law (most of our fun in those days was illegal) “to



bathe within sight of inhabited houses" but what were we water-loving youngsters to do? One of our natural enemies, a stern, relentless constable named Silcox, watching an opportunity "to do his duty" espied four of us, with our heads above and our bodies beneath the water. He invited us to come out and be arrested but with our clothing safely hidden in the bushes we defied and even reviled him. One boy, less fortunate than the rest, had gone ashore and begun to dress. Him the vigilant minion of the law threatened with dungeon, manacles and bodily torture, unless he revealed the names of the wretches in the water. Yielding to force all our names were given up; we were hailed before a Justice of the Peace and fined (how well I recollect it) one dollar and costs per boy. Good grew out of our troubles, however, because there followed an agitation for the setting aside of parts of the Ottawa water front, for school bathers which resulted in our being allowed to indulge ourselves where the sight of naked small boys would not bring "a blush to the face of any young person."

CASEY A. WOOD.

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1865-70.

My first recollections of the Ottawa Grammar School are in connection with an exhibition of elocution which, under the direction of Dr. Thorburn, served as the closing exercises of the session which ended June, 1867. It was the custom to hold these twice a year, at the Christmas and Midsummer closings. The ambitious youth, whose prescient eye was fixed on coming Parliamentary honors, with the mien and attitude of the patriot Greek or Roman, essayed to speak, and I shall never forget the interest aroused by the talented students who took part on this occasion,—and allow me at this time to express my conviction of the great value of such exhibitions in equipping men to speak effectively and intelligently. The hall was densely crowded and the declamations of a high order. Among the senior students I especially

remember a recitation by Godbee Brown entitled "Spartacus to the Gladiators at Capua." In style and manner I have seldom heard anything to excel it. "The last days of Pompeii" was given by G. B. Greene and "Cicero against Catiline," by E. D. Sherwood. Both of these boys gave promise of being good public speakers, which in the first of the two has been realized; in later years, his logic, good voice, and persuasive manner make him formidable in debate.

I remember on another occasion "The Island Home of the Scots,"—"The German heart is brave and true"—was finely given by John Stewart, afterwards Colonel Stewart of Calgary, whose bell-like voice and gestures took the audience by storm,—also "The Charge of the Light Brigade" by a junior, Charles Pope, was capitally received. "Brutus on the death of Cæsar" and "Horatius at the Bridge" were recited by A. P. Sherwood. The latter piece I have heard given by the late Rev'd Morley Punshon and many great and lesser elocutionary stars, but A. P. Sherwood's style and delivery pleased better our youthful ears.

Among those on the platform who spoke, I remember Mr. Edward McGillivray, "A Canny Scot," whose interest in the educational affairs of "The School" was perennial. Among others present were Rev'd Dr. Lauder, whose Irish wit and humor made him a platform favorite, Rev'd D. M. Gordon, an accomplished and forceful speaker, and Dr. James Grant, now as then so favorably known as an orator, Drs. Hill and Van Courtlandt, Mr. George Hay, Alexander J. Christie, John Thorburn, M.A., and John Macmillan, B.A. The students all knew Dr. Van Courtlandt not only on account of his skill as a physician, but also on account of a habit which he had of taking off the boys' caps and throwing them over the nearest fence.

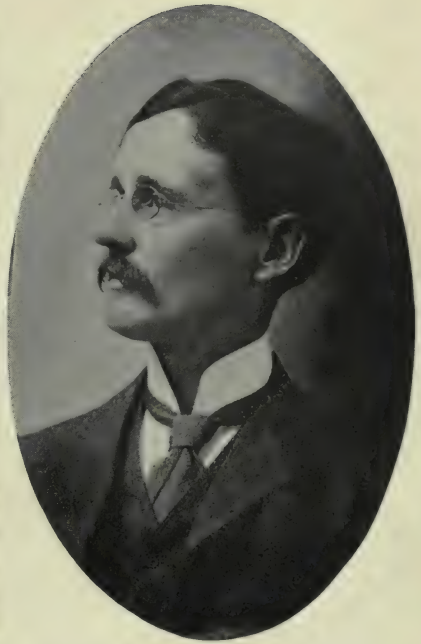
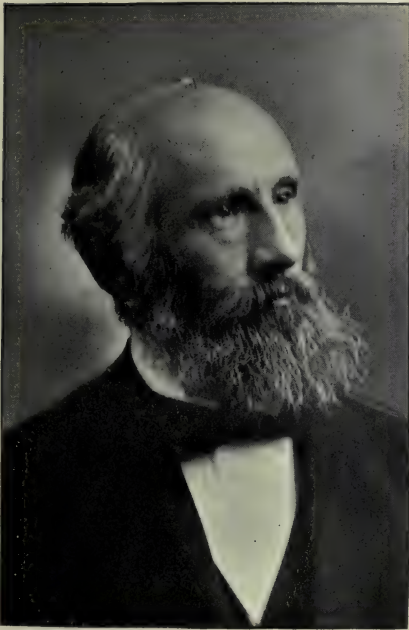
Politics were talked of among the boys of my age and the subject of the selection of Ottawa was a live one, especially as there was a large and influential element among the sons of civil servants who had quite recently been transferred to Ottawa and

who exalted Quebec, therefore defence of Ottawa's claim was one of our special duties among our hostile fellow-students.

The teachers at this time were Dr. Thorburn, Mr. Macmillan, assistant science and classical master, Rev. Thos. D. Phillipps, teacher of mathematics, Mr. Wm. Carter, teacher of English and penmanship, and Monsieur Berthelot, teacher of French. In the large class-room on the ground floor Dr. Thorburn held sway. His love of the classics lead him to dilate at times on the fine points of Greek and Latin grammar. The subject was made attractive to the student. The numerous figures of speech of the Greek language as demonstrated in Homer's Iliad and Odyssey, the Latin poetry exemplified in the beautiful Odes of Horace, the orations of Cicero, or the writings of Virgil and Ovid, were in turn subjects of study. How he enjoyed his Horace,—*Integer vitæ scelerisque purus non eget Mauris jaculis, neque arcu, nec venenatis gravida sagittis, fusce, pharetra*; or the ode to Sicilian wine. Again in the large general class formed by the union of the Fourth and Fifth Forms we were supposed to learn a modicum of all branches of science, from facts in astronomy to dates of events in ancient and modern times. As a result of the questions given for solution and discovery each night to this class, the Parliamentary library was ransacked by eager searchers after long forgotten lore, and on the re-assembling of this class next day how eager the successful discoverer was to part with his knowledge; and how proud, should he alone have succeeded in acquiring the correct answer! It was a class which was very useful in developing general information. I always enjoyed it immensely and I think we all did.

Other things that we enjoyed were half-holidays, whether given on the occasion, of the visit of a distinguished individual, or the unfortunate illness of a master. While sorry for our beloved teacher we were glad for ourselves. When this occurred on a hot summer day, how an afternoon's swimming or a fishing excursion would bring joy to a boy's heart or brace him up for his next day's work.





JOHN MACMILLAN, B.A.,  
Head-Master, 1903.  
I. T. NORRIS, B.A.,  
(Junior Mathematics--a Specialist.)

PERCY C. RYAN, ESQ., B.A.  
(An old boy prominent in the Lyceum.)  
W. A. GRAHAM, B.A.,  
(Junior English.)



Things that we did not enjoy were staying in after school to write out so many hundred lines of Latin as penance for some sin of commission or omission. Things did and would occur among the boys sometimes. There is one fact which I can vouch for. I never saw a boy show disrespect to a teacher at the Grammar School. Among the old students, a high code of honor prevailed and I can think of my class-mates with nothing but pleasure,—Harry and Charlie Armstrong, Percy and Henry Sherwood, Will Ross, John Bishop, Wm. Bishop, J. I. MacCraken, John Hodgins, Jas. A. Grant, Hamnett K. Pinhey, Charles Robertson, Charles Pope, John Stewart, and many others.

Of all these only Will Ross, John Stewart, Charles Robertson have passed over to the silent majority. Charles Robertson was a brilliant student, especially in mathematics. I never remember to have seen him fail to solve a problem given him on a moment's notice. I recall his hesitating position standing before the blackboard with the fingers of one hand buried in his long hair, a pause for a moment, a look of intelligence, and the hand dropped to his side and the problem was quickly demonstrated on the blackboard. "Come away mon, I knew you would do it Charlie." Among the recreations indulged in by the pupils during the period 1865-70 was shinny. The game was played on the City Hall Square, where many a warm contest took place, and sometimes the arguments were physical. It is related that a prominent real estate man of rather short stature and a stout member of the judiciary of the district, during a game had a discussion of the physical sort in which the smaller of the two players retaliated by striking his opponent over the left eye. Years after when they met the aggressor said to the Judge: "Well Judge do you remember the blow I gave you over the eye? I would not like to be tried by you now. I am afraid you would remember the blow." The Judge replied that he quite remembered it. The Marquis of Queensbury rules were not forgotten even in the old peaceful days, and the arrangements were always honorable, and the fight conducted on a fair



field where no favor was asked or given. One notable fight occurred in which a late deputy sheriff and a prominent government contractor were concerned. These two, considering their honor involved, fought for five nights (Monday to Friday); the first four, the deputy sheriff won, but his opponent insisted on fighting again and being the smaller man stood on a rise in the ground and delivering one straight from the shoulder won out, the sheriff refusing to fight again as he said it was no use, he had licked him four times and he would not give in so he decided it was no use "licking him again." Other games were common during recess, at noon time, and after school hours. The "hop step and leap" "the broad jump" and "foot-racing" were constantly practised and an occasional "hare and hounds" into distant territory called out all our athletic fire. Lacrosse was not played in connection with the school but many students played in "The Ottawas," "The Union," "The Huron," "The Britannia" lacrosse teams.

W. CARDEN COUSENS.

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1868-72.

"Far back in the distance of my early life," if one so modest as the present writer may quote from one of the greatest of British statesmen, "and upon a surface not yet ruffled by contention," lies the memory of a homely edifice. A long, brownish-yellow frame building,—it had not a solitary pretension to architectural beauty. With its clumsy desks—not innocent of the defacing jack-knife—its old fashioned, unwieldy black-boards, and its benches as hard and unrelenting as Pharaoh's heart, it seemed out of harmony with the dignified name of Ottawa Grammar School. But such it was; and it stood then, 1869, and for many years after, where now the Russell Theatre rears its by no means aesthetic front. Nevertheless, homely as it was, this old school-house looms large in the memory of the undersigned, for in it were learned lessons that have influenced his whole life.

The Grammar School staff at the time of which I write consisted of Mr. John Thorburn, M.A., Principal, Mr. John Macmillan, B.A. (the present Principal), and Mr. Hamilton Allen. The curriculum of the old Grammar School had not all the 'ologies so ably expounded in the Collegiate Institute which has been evolved from the old foundation; but a good English education was imparted, and likewise a fair knowledge of Greek and Latin, although in those classic tongues the philological refinements "would make Quintilian stare and gasp"—if he could know anything about them! The teaching at the old Grammar School was, at all events, thorough, the masters being unsparing in their labours; and although the class competitive system was necessarily in vogue, the mentally less gifted pupils were never made to smart under the consciousness of their inferiority and to run the risk of discouragement by a hopeless comparison of their efforts with the achievements of their more gifted class-mates.

In emphasizing the duty of personal honor the staff approached the ideal of the great Arnold of Rugby. A case illustrative of the code of honor which prevailed among the boys of that time occurs to me at the moment: On a certain occasion during recess, the school clock, remarkable for its unvarying inaccuracy as a time-piece, became the target for various missiles. Its venerable face for some time escaped injury, but at last the inevitable happened and the clock was hopelessly smashed. Investigation, conducted with much solemnity, followed. But the culprit, realizing the enormity of his crime and fearing the condign punishment that would be meted out to him, shrank from that "open confession" which, we are assured, "is good for the soul." A boy, entirely innocent in the premises, was about to be disciplined. But at this juncture, regardless of consequences, the successful assailant of the clock pleaded guilty to the by no means soft impeachment. Every boy in the class knew who had committed the misdeed, but not one boy would tell. The innocent boy was prepared to submit to undeserved punishment. The

guilty boy was not prepared to allow him so to suffer. The incident may seem a trivial one in the lives of a few little school-boys, but it points a great moral, I venture to think, and shows the stuff of which those boys were made. Of the two principal actors in this unpretentious drama, one is now a professional man of note. The other died a soldier's death far from home.

The development in equipment that has taken place may be shewn by the following short anecdotes :—

On a certain December afternoon in the seventies a very small boy who had failed to exhibit a sufficient knowledge—or in fact any knowledge at all—of the fifth declension was “kept in.” The day grew short and dark, as mid-winter days have a habit of growing, and there being no means at hand for artificial lighting the small boy was despatched to a neighboring house to procure a lamp. He started bravely on this mission but—forgot to return till the following morning ! How long the (im) patient teacher waited is not known to the small boy ; but the lessons—the fifth declension was one—which he learned soon after he *did* return have not yet faded from his memory. One of them made a marked impression at the time !

A special honour accorded the head of the junior class—who, by the way, was never the writer—was the procuring of the drinking water supply for the whole school. The honoured “dux” was provided with a huge modern bucket which he conveyed to a well in a neighbouring back-yard. The water being heavy and the boy light, a full pail was not always negotiable—the business being quite of the bucket-shop order,—and several pilgrimages were necessary before the barrel which graced a convenient corner in the lower passage was adequately supplied with the refreshing beverage so dear to our prohibition friends.

Better days, however, were in store for the old school. It soon evolved from a mere Grammar School to a High School and then to a Collegiate Institute ; and it was ultimately removed to quarters more in keeping with its high educational importance.



Two of its masters are happily still with us; many of the "old boys" are nearing the prime of life and many, alas! have passed away. But in the minds of the ex-pupils now living will ever dwell fond recollections of the early teachers, of the dear old school itself, and of its now unrecognisable environments.

CHARLES POPE.

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1870-75.

It always seems to me when I look back on what the school was in 1870, and compare it with what it became, say five years later, that the only adequate way of expressing the change is to say that those were the days before the flood. Co-education had not yet arrived, and there were no women students with their refining influences to help Dr. Thorburn to lick us into shape. The exquisite harmony of our present system, rising from the kindergarten to the university, with everything kept in place by the golden links of the written examination, was not yet evolved. I remember that on my entry into the Grammar School, my only examination was a survey by the gentle eyes of Dr. Thorburn, who took my hand and assured me that he knew I should do well as a student. And when my course there was ended, and I turned to look at the work required for matriculation with honors in classics, I found that there was quite a little left that I had to prepare by myself. But that my training had been such as to fit me to do so with success is perhaps the highest praise that I could give my master in classics. I do not think our course in classics was quite all that it should have been. Compared with Upper Canada College we were very weak in Greek and Latin composition, which is the work in languages, where the services of a teacher are most needed by his students. But the plan of distribution of work in those days must be borne in mind. All the work in Classics, Mathematics, English and Science was in charge of Dr. Thorburn, and when I look back on the work he did, my wonder is that there is so much to praise and so little to regret.

Shortly before I left, the new plan of assigning a subject or group of subjects to a single master had come in, as Sir Alvin Lodge hopes it is to come in, in all English schools, and I did not find this rational arrangement much improvement on the old, especially in Euclid, where our mathematical specialist had never worked out a deduction. Of course the range of subjects to be taught was much narrower than it is at present. We had no German in 1870; and I am afraid that our work in English would evoke a pitying smile from the English specialists of to-day. In science we had some physiography—a kind of work that I think more in place in our High Schools than mathematical physics, with accounts of experiments dictated to students who never see an experiment performed. We saw no cats vivisected and we dissected no frogs. We had no botany—a gap in our curriculum that I regret. There must at one time have been some intention of teaching astronomy, for there was an orrery in a closet upstairs. But one day as a couple of us came down with our “shinnies,” we found “jupiter” lying in the hall, and at once started a game with him,—a game that to our momentary regret was soon interrupted. We fled to the City Hall Square, on which the old building opened, and there found the rest of the boys playing with the “sun.”

But there was in our course much to make up for the defects I have mentioned. To begin with, we took the time to do our work leisurely and thoroughly. We had few examinations and were not always working with them in view, and so we got time to do a great deal of outside reading. I remember how one winter, in addition to doing my regular work, so as to keep my place as *dux* in the Classics, I found time to read a novel of Dickens a week. I can scarcely praise too highly the skill Dr. Thorburn showed in his endeavors to interest us in all forms of knowledge, even though they lay quite outside of our course of studies. In every class the recitations were so conducted as to inspire in us the feeling that our reading, if well directed, was of value for all our work. Questions were constantly suggesting themselves, which were referred to us to “look up,” and as the officials of the

Parliamentary library sympathized with Dr. Thorburn in his research training, we soon found that there were plenty of books available. In speaking of the classes, where Dr. Thorburn was specially strong, I suppose I should give first rank to his class in Euclid. I fear I have forgotten my Euclid, but I shall never forget the intellectual training that the class afforded us. Our recitations in Homer, Virgil and Horace gave me even greater pleasure, and my love for these masters began with my school work. I shall never forget how, one day, our French master happened to be away, and with visible hesitation Dr. Thorburn took charge of the class. He feared that his French was rusty and told us so; but before the hour was up, we had found out something about the pronunciation of *avais* and *avait* that we never knew before. But there are weightier matters in training boys than how to pronounce *avais*. Can such a tone of honor and truthfulness be maintained among them, that all will be led to feel the meanness and cowardice of falsehood? Can boys be taught to feel that in this they owe a duty to their fellows and to themselves, and that it is unmanly and wrong to curry favor with a master at the expense of one's fellow-students? I think it Dr. Thorburn's highest claim to praise that he was able to inspire the great majority of his pupils with this feeling, and was always ready to recognize our duty to our fellows, even when it seemed to run counter to our duty to him. This side of his character was one which soon won our respect and admiration. I should not be doing justice to the present Head-Master, Mr. Macmillan, did I not speak of the influence exerted by him on all who entered his classes. His genial, manly temper, his quick appreciation of our difficulties and temptations, his scorn for all that was base and wrong did much to aid Dr. Thorburn in maintaining the tone in the school of which all old students were so proud; and when he succeeded Dr. Thorburn, I feel sure that all the "old boys" felt that the old traditions of honor and manliness in the school would be maintained.

A. J. BELL.



“ In this connection, I may mention a case which reflected credit upon a Grammar School boy. The *Montreal Witness* offered a prize to any one who would demonstrate the second proposition of Euclid, Book 1, without using an equilateral triangle. This was in 1877, if I recollect aright. It was said that there were some forty-eight candidates who sent in solutions, but only three of them were considered to have succeeded in solving the problem to the satisfaction of the judges, and one of them was Joseph Michaelson in my highest class. I may further state that Michaelson's solution was printed in *The Illustrated Canadian News*, at that time published in Montreal, and a copy of the *Witness* was sent to him congratulating him on his achievement. This was addressed “ Professor Joseph Michaelson, Collegiate Institute, Ottawa.” When I took the paper into the room, and holding it up asked if Professor Joseph Michaelson was present, the scene in the room can better be imagined than described. He subsequently went to Cornell University and when he graduated he came out at the head of his class and was afterwards appointed to an important position in Washington after a competitive examination.”—(Related by DR. THORBURN).

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1865–80.

I have always had the highest regard for the Ottawa Collegiate Institute ; my training there has stood me in good stead many times. I have been in several competitions since leaving Ottawa, and though these competitions occurred years after leaving the Ottawa Collegiate Institute, it was the exceedingly thorough training received there that carried me through. In 1888 after pounding sand in a foundry as an iron moulder for a number of years, I entered the annual examinations for the State Scholarship for Cornell University. I received 100 per cent. in every thing except my old hoodoo subject grammar and won out. I then entered the mathematical examination at Cornell and received one of these

Scholarships. Just previous to graduation I was elected to the Signia X i, an honorary technical society.

Since graduation I have worked almost altogether in structural work of bridges and buildings ; I am employed now in the Navy Department, as a structural steel work-man.

While at Cornell I met Ballantyne from the Ottawa Collegiate Institute. He also held a Mathematical Scholarship. The competition was very great in those days, and I believe is yet. Men took some years preparing for the contest. I think Ballantyne deserves a great deal of credit, much more than I do, as I was quite old when I attended there and he was quite young. I know what he had to contend with and I do not think the boys of the O.C.I. quite appreciated what he did. I know of young men who had been coached up for some years and Ballantyne won out in competition with these very men. The O.C.I. got the credit in his case, but did not in mine, for in order to be eligible for a State Scholarship, I registered in and attended a state school six months previous to the exam., hence this state school got the credit in my case.

I do so want to see some of the old boys at the reunion but I simply cannot go, so you must remember me to them. It all seems like a dream to me as I've knocked around so much since then, but just tell them I am doing fairly well.

JOSEPH MICHAELSON.

(*To Dr. H. M. Ami.*)

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1868-75

My acquaintance with the school dates from 1868 when as a small boy I entered the Preparatory Form then under the care of Mr. Carter. The Grammar School proper was managed by Dr. Thorburn and Mr. Macmillan. The school was held in the two lower flats of the old wooden building (since demolished), in the City Hall Square. Dr. Thorburn had charge of the lower floor

and Mr. Macmillan and Mr. Carter of the second floor. About a year after this the Rev. T. D. Phillips was added to the staff and these gentlemen continued to form the main part of the staff till the school moved to its present building. I can well recall the appearance of Dr. Thorburn's room on the ground floor where the whole school used to assemble for prayers, the first thing in the morning, while the members of the staff occupied the platform. Dr. Thorburn always wore his gown and I can remember Mr. Phillips following the reading of the lesson in a red bound book, which the seniors told the "small boys" was a Greek Testament. When Mr. Phillips joined the staff the third floor was called into use. Of the boys who joined the Preparatory Form with me I can only recall three—Tom Evans, Tom Bate, and Dan Rose—the first two so well known in Ottawa and the last now of Toronto. Higher up in the school were Casey Wood, Andrew Bell, Hugh McLean, Percy Sherwood, and his brother Henry. Of others who joined our class later were Horace Pratt, Will. Lees, James and John Leslie, Fred Jarvis, Bob Klock, W. W. Andrews, Will. Thompson, Sam and Henry M. Ami. In the old school, once a week, all the classes used to assemble in the big school-room to deliver recitations—a practice which seems to be dying out in the schools these days and not to their improvement. In Dr. Thorburn's room the class reciting used to sit on benches in the front while the other classes worked at their desks behind. The room was heated by a huge iron stove which was big enough to take in a cordwood stick.

I remember the whole school marching with the teachers to the laying of the foundation stone by Lord Dufferin in 1874.

Of the method and organization I remember that when I first entered the school each master taught the boys in his room all the work till they left his room. Dr. Thorburn often used to teach the Fourth Form their Latin, Greek and Geometry—all of which subjects he had a most happy faculty of making interesting and stimulating to the boys who took any interest in their work.



It was a great honor for any boy to be asked to write out any neat and interesting thing for a "deduction" (that he himself had worked out) in Dr. Thorburn's book, and our interest in classical subjects was stimulated by being asked to get information about certain "questions" outside of our class books. Mr. Macmillan used to teach some of the English subjects and also German. He was always a most thorough teacher and greatly liked and respected by the boys for his fair and manly treatment. Others will write of his most successful career as Principal of the school, which did not come until after my time. To these two gentlemen I have always felt the most sincere gratitude, not only for what they taught me, but also for the example they always set us in honorable and christian conduct.

S. W. HUNTON.

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Alongside the old Grammar School and in the same building there resided a well known civil servant and one morning one of the boys rang the front doorbell and then ran away. This led to a complaint being lodged with the Head-Master Dr. Thorburn. On making inquiries and addressing the classes in order to find out who the guilty scholar was the Principal told them what a shabby thing it was to do and putting it home to them, said, "If he was the father of the boy and could get hold of him, he would give him a good thrashing." After a few minutes of exhortation and quiet advice, he asked if the boy who did it had the moral courage to stand up and acknowledge that he did it, and one of the boys immediately stood up.

In connection with the discipline in the school and the moral influence and suasion used in various cases, it was pleasing to note the spirit which permeated the school in the good old days of the Grammar School on the City Hall Square, as for instance, if one of the boys found a knife or some money he handed it in without any trouble. On one occasion the sum of seven dollars was

handed in by one of the boys who found it. After making inquiries the owner of the money could not be found. The Principal therefore told the boy that he could keep it with a clear conscience, adding that it would not burn a hole in his pocket. In divers ways the large panes of glass were often broken, and the cost of replacing the same became known to be \$1.25. The general understanding was that if a boy broke a pane of glass he would replace it. Several times boys came to the Principal and said, "I have broken a window!" to which the answer would invariably be "You know the cost!" and it would be put in. These few incidents serve to show the kind of training which the Head-Master strove to give to the boys under him. Fearlessness in acknowledging a wrong action, and making it right as far as possible, coupled with honesty of purpose were the leading factors of the old Grammar School.

Amongst the boys who were foremost in all out-of-door sports and games at the old Grammar School Tom Evans was a leader. Whenever snowball contests took place alongside and around the old building on Union Square behind the Russell House, from 1871-1874, it was always a pretty sure thing that Tom was at the head of one side—the winning side. In all other ball contests he was also foremost. Whether in attacking or defending a stronghold—the top of one of the Russell House sheds for example—he proved a general of repute.

The "old boys" had no playground of their own and it was with the good will and permission of the dear old Chief of Police Langrell that we were permitted to play on Union Square right in front of the City Hall, then a modest wooden structure. But this was the spot where "Tom" fought his first battles, where he led victorious hosts against a real foe. The same ardour, vigour, determination, and pluck, which he displayed in the games and sports at the old school he displayed on the field of battle in the great North-West and in South Africa.

There are few of the "old boys" of whom we can be as proud

as we are of Tom Evans. He is a soldier every inch of him. The military genius born in him, pushed him forward and onward into difficult and responsible positions. He was always equal to any emergency, and with the bright career already won for himself, we look forward to even brighter deeds, whether in war or peace, in the defence and protection of our homes and the Empire.

Booth, C. Jackson, is a lumber merchant. Not a few of those who attended in the days of the old Grammar School or the Ottawa Collegiate Institute have gone into business and been successful. A large proportion of them have left the city for other parts of the Dominion, while others have crossed the International boundary line and are now successful merchants there. Booth has remained in Ottawa as a right hand man to his father. When at school he was a leader of the athletics of the day. To him must be given the credit for introducing the Rugby game of foot-ball into the school in 1877. Previous to that time the foot-ball games were governed by no rules whatever, but the good old general adage:—"Every man for himself and everything's fair" being applied without murmur or complaint. As captain and full-back of the Collegiate Institute "fifteen" in 1877 a match was played with the "Independents," which team was practically the Ottawas, and the O.C.I. boys won.

For many years after that Jackson Booth was foremost in Ottawa foot-ball circles and figured prominently as full-back in the matches played in Ottawa, Montreal, Kingston, Toronto and Hamilton. From the O.C.I. Booth went to Queen's University, Kingston; he informs the writer of this sketch with what joy Principal Macmillan witnessed the defeat of the Independents or the Second Ottawas and the success of the Ottawa Collegiate Institute boys.

H. M. AMI.



1880-85.

To one who as a youngster knew the Collegiate Institute in the early eighties the school as it stands to-day must wear a somewhat unfamiliar look. Two decades seem to have wrought in the building a noticeable change—a change perhaps not unlike that which has transformed some of the lean and lanky striplings, who issued from its doors, some twenty years ago, into big, broad-shouldered men with the comfortable proportions of middle age. The place has, in fact, taken on a certain corpulence, and the old boy, who remembers a building of less ample and imposing bulk, perhaps rather resents the change which makes him amid former haunts somewhat doubtful of his bearings and disposed to wonder what has come over the school of his boyhood's days. Without and within he regretfully utters a *Quantum mutatus*, as his eye takes in the changes that confront him on every side, and, if, perchance, he recognizes some old familiar landmark such as the honor-roll, with its gilded lettering that still adorns the main hall of the building, it makes him only the more sensible that, with the lapse of years, but little has escaped the transforming influences of time, and that he is himself no longer the child who in yonder class-room blundered through the Greek word *tupto* or struggled painfully and with many a slip over the asses' bridge.

But amid the many and perhaps inevitable changes which nearly a quarter of a century naturally brings about in a school, it is satisfactory to find that the presiding genius of the institution still remains. Of those who composed the staff of the school in 1880, Principal Macmillan alone is left, and, seeing him to-day alert and vigorous as of old, one finds it hard to believe that the intervening years have passed so lightly over his head. Always a figure to command respect, a stern disciplinarian, a good teacher and a just and kindly man, he must always have a prominent place in the affectionate memories which his old pupils cherish of their school days passed in the three storey building on Lisgar street.

The years from 1880 to 1885 witnessed many changes in the personnel of the staff. It was about the beginning of this period that Mr. Macmillan succeeded Dr. Thorburn as Head-Master. The Classical Mastership was filled from 1881 to 1883 by Mr. Leonard Hurstone, now a lawyer in St. Mary's, and subsequently by Mr. D. S. Smith, since deceased, who was connected with the school for only a year. He was followed by the present Classical Master, Mr. Jolliffe, who came to the school in the fall of 1884. During the same year the position of Mathematical Master was held successively by Mr. McNevin, by whose death in 1883 the school sustained a distinct loss, and by Mr. A. Nugent, who left in 1885 to practice law in Ottawa, and who has since also died. Two of the masters, of whom all who were pupils of the school about that time must cherish kindly memories, are Mr. A. McGill, at present the Government Analyst, who filled the position of Science Master during most of the eighties, and Mr. P. T. Lafleur—irreverently nicknamed "Polly"—who for some years taught modern languages at the Institute, but left in 1886 to accept a lectureship in McGill University. Others who, for a longer or a shorter time during these years, occupied positions on the teaching staff, were Mr. W. J. Loudon, now of Toronto University, and Misses Ives and Ballantyne, who were among the few lady teachers that the school has had.

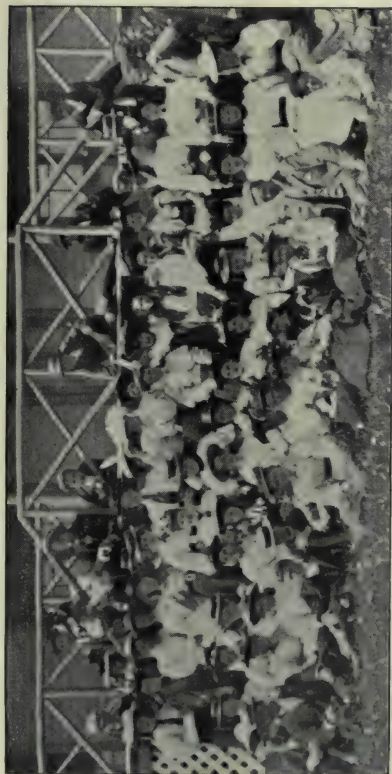
The frequent changes in the teaching staff during the eighties might almost suggest the inference that the students of those years were rather an intractable lot, who rendered undesirable, for some at least of their preceptors, any very lengthy tenure of their positions. Such an inference would probably be unjust, although it is true that the lines did not always fall to the masters in particularly pleasant places. Some will remember how one of them, a gentleman of high culture, who now holds a considerable position among Canadian literary men, after a two weeks' battle with the wickedness of the lower forms, gave up the struggle and betook himself to pleasanter paths. Perhaps his

mistake lay in overestimating the capacity of the juvenile intellect, which could scarcely appreciate properly, lectures on ethnology which might more suitably have been delivered to a freshman class at the university than to the youngsters of the Lower First. Nor did the latter allow an accent of Oxonian purity to count in favor of the unhappy pedagogue who, after a fortnight's struggle, had to admit himself vanquished and make an ignominious retreat. Another unfortunate teacher, whose reminiscences of a comparatively brief experience of the school cannot be altogether pleasant, essaying on one occasion to flog some recalcitrant pupils, was deprived of his strap, pieces of which for some days afterwards adorned as trophies the persons of the intended victims of the castigation.

Perhaps the most interesting reminiscences that many former pupils have of the days which they spent at the Collegiate Institute are connected with the many interests of school life that lie outside the ordinary business of the class-room. The athletic organizations of his time, the prowess of the various teams, the life of the playground and the basement, the Lyceum and other school institutions, will come back to the mind of many an old pupil when in reminiscent mood. It is in the many-sided life outside the class-rooms, when school becomes something more than the routine of books and lessons, that the nature of the boy or the girl more clearly reveals itself. It is here that friendships are formed, hero-worship has full play, loyalty to the school and its traditions is fostered; and here too, occur many incidents, trivial enough at the time, which yet in after life are treasured in the memory.

For a long time the Lyceum has been perhaps the most prominent among the various organizations conducted by the pupils of the Institute. During the years with which this chapter deals the society had a vigorous existence. While lacking the philosophical and histrionic associations with which the name has been connected in other times and places, the Lyceum was yet the scene of many hot discussions and much vehement declamation. Debates





J. E. WALLACE and his Annual Pic-nic, 1897.  
Fourth Form Group, 1899.



Group of O. C. I. Girls, 1897.  
Group of "Old Boys," 1887.



were frequent and participated in by a fairly large number of the boys, many of whom must look back with gratitude to the experience they gained on the floor of the old Third Form room, as they championed the Pen against the Sword, or inveighed against the injustice of the fate that befel the Royal Martyr, or brought all the eloquence at their command to the discussion of some other well-worn theme. I can remember a spirited debate on "Free Trade vs. Protection," which was interesting not so much from the profundity of the arguments adduced in support of either side, as from the fact that the speakers could not resist the temptation of touching on the forbidden ground of party politics, thereby giving an interesting display of youthful, and no doubt, inherited partizanship. It was only in the Lyceum, however, that politics were supposed to be barred, for, during one or two terms at least, a mock parliament which was conducted with not a little spirit, held occasional sessions in Convocation Hall, and party feeling, about the same time was carried to the length of an election in the school at which, if I remember rightly, the Conservative candidates polled respectable majorities.

Probably around the basement cluster many of the most cherished, if less scholastic, memories of old pupils of the school. Here, as well as in the playground, the new pupil soon found his level, here muscle was wont to prove at least a temporary superiority over mind, here in the winter the small boy indulged in marbles and the big boy did not disdain an occasional game of leap-frog. Here too, from the rostrum on the first landing, many a harangue was delivered by the Head-Master to the school assembled in lines below. "Bouncing" used to be a well established custom of the school (or at any rate of that portion of the school that congregated in the east basement), the term being applied to a form of initiation in which a vigorous application of the bell-rope to the victim, in the little wash-room, was regarded as a necessary preliminary to admission into the good-fellowship of the basement. I remember particularly one day during my first term at school,



when with several others of the smaller boys I had secured an elevated vantage point from which to witness the bouncing of a succession of writhing victims, and was awaiting with pleased anticipation the next arrival, quite unconscious that the bell had already summoned us to lines, when the unexpected appearance of the Head-Master's gowned figure at the wash-room door turned our mirth to sickly woe, and—five very crestfallen small boys—we were led through the grinning ranks of our fellows to another initiation above stairs, where the tawse administered by offended authority, was an even more unpleasant experience than the unofficial castigation below.

In view of the progress that the old school has made in some respects during the last two decades, the role of *laudator temporis acti* may be regarded as somewhat ungracious. But a former pupil who has seen his sixth or perhaps his seventh lustrum wane may at least be pardoned for thinking that the Collegiate of twenty years ago was in no respect inferior to the school of an earlier or a later date. Certainly, as he calls up a host of happy memories of the days he spent beneath its fostering care, that loyalty to the school and its institutions which he learned as a boy will suffer no impairment, but will rather be strengthened, by the passing of the years.

WM. HARDIE.

NOTE.—John F. Orde kindly agreed to write a chapter here, for W. Hardie, but on seeing Hardie's article he wished to be excused as Hardie had done the period so well. Mr. Orde was Chairman of Finance Committee for Reunion and did his work well; he is a good friend to the school.

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1885-90.

At first thought it appears rather humorous to ask young men for reminiscences—reminiscences of yesterday! On the other hand what a change has come about in the few intervening years, a change which the ex-pupil does not always feel to be an improvement. He would prefer to find things as he was accustomed to see them.

In our day the front of the school stood back from Lisgar street and a long flight of wooden steps started in the middle of a small shrubbery of lilacs and other bushes, all growing according to their own sweet will. This of course was the entrance for the teachers. We ducked through a little gate in the close board fence which surrounded the boys' play-ground. Inside the building a fine air of antiquity prevailed, although in reality it was then only about ten years old. Though very different from to-day we did not quarrel with our lot. The stairs to the basement might be as dark as the entrance to Avernus, but to us also the descent was easy as we flung ourselves boldly down on our way to the open air.

During the first two or three years of this period and for several years previous, the basement had its season of excitement recurring at the beginning of the half-year, when the old boys initiated or "bounced," as it was humorously miscalled, the new boys. While it lasted, every noon hour a reception committee waited there for the new-comers, and as they came in, one by one, received them with open arms and escorted them across to what was known as the bell-room, where they were introduced to the bell-rope in a manner more striking than pleasant. As may readily be imagined these initiations did not take place without vigorous objections on the part of the victims. Many a gallant fight was put up by stout-hearted freshies with their backs against the wall and their fists pounding every face within reach; nevertheless the new boy who escaped was a rarity.

One year an unusually strong and numerous lot of new boys appeared. After a week of great excitement and hard work they had all been "bounced" strictly according to custom. But by this time the new boys had become well acquainted with one another and heartily fell in with the delights of bouncing the other fellow. They determined to reverse matters and started in one morning to bounce the old boys. The previous excitement was nothing to that which now arose. The old students were up to all the tricks.

They realized full well, that the bell-rope wielded by a strong and revengeful new boy, was to be respected and even dreaded. They all fought desperately. Struggle after struggle took place in the old basement but, one after another the old boys were forced into the bell-room and put through the initiatory process once again. There is, of course, no doubt that the new boys would have hardly been successful had it not been that each old boy, as he was bounced, no matter how hard his struggles before, immediately joined in with the bouncers and assisted them in securing their next victim. Finally it came about that every one in the school was bounced except three. Two of these were noted for their strength, the third for his dignity. One of the strong men, now a minister and a resident of Pincher Creek, Northwest Territories, then a foot-ball scrimmager, was overcome by guile. He had been asked to assist at a bouncing accomplished with apparently extreme difficulty, when to his amazement, once over the threshold of the fatal chamber, the crowd dropped the supposed victim and fell on him. Having surprised him into entering the room there was no great difficulty in putting him through the required procedure. The man of dignity was the next proposition. He was in the old Fourth Form and as an Upper School boy had the right of going up to the rooms without waiting for the opening bell. He never lingered a moment in the basement and held no conversation with any Lower School boy. To even approach him was to take a liberty, but the school determined to intrude upon him in a body after they were dismissed. At half-past three there was a full attendance in the basement. The man of dignity came, he was bounced. Asked for a speech he got as far as "Who was the instigator of this dastardly outrage?" Whereupon the crowd collapsed and disappeared as one man. The third of the trio, now a physician in the city, has still a bouncing—and a good one—coming to him. How it was that he escaped, I have forgotten.

During this period there existed a marked distinction between the Upper and Lower School. The former possessed certain privi-



leges, insignificant in themselves, but creating a decided feeling of dignity and responsibility. The latter, on the contrary, with its crowded forms afforded to an enterprising boy a field of amusement unequalled in the city. Every year one or other unfortunate new master spent most of his time trying to preserve order amongst the bandits who held down the back seats in the Upper and Lower First. There, in the modest retirement of the back rows, dime novels were read, marbles stolen from despised Model School kids, rolled mysteriously frontward, lines were written for presentation to masters kind enough to request fifty autograph copies of "The curfew tolls the knell of parting day," pens tastefully adorned with paper wings came sailing up, to land in the wall over the master's head, or, better luck still, in the heads of the studious good boys in the front seats.

The grand triumph, however, of the Lower School of those days came about thus. One of its most energetic and popular members upon his return, after an unexpected absence of a couple of days to attend the funeral of his great-grandmother's cousin (so his excuse read), and, incidentally, the interesting seances of a visiting ventriloquist, announced that he had become initiated into the magician's secrets and was prepared to demonstrate to the whole Form that he could throw his own voice anywhere. It required only a little persuasion to induce him to promise to make an experiment that afternoon. He was to occupy a back seat and wail like a cat, sending the sound under the master's desk. When school opened in the afternoon the class was crowded, although the seats immediately surrounding the talented ventriloquist had been vacated by weak-hearted persons of little faith, who feared to become involved in subsequent events. The master was busy at the board when a noise started from the back of the room, the like of which was never heard in the Collegiate before or since. The wail of all the cats on earth seemed concentrated in that sound. It went circling around the room and might, if it had been left alone, have eventually located under the master's desk, but, unfortunately for

our fellow-scholar, before that could happen he was up before the desk being publicly rewarded for his effort—three on each hand—with a promise of more to follow if it should occur again. Ventriiloquism dropped suddenly out of favor.

But the O. C. I. boys did at times some things seriously enough. We, who attended the old school last century, were ardent politicians. Back in 1886 we were discussing "Unrestricted Reciprocity," the "Ross Bible," and other questions which the expectant world waited open-mouthed for us to settle. These topics, strange as it may be, evoked more enthusiastic discussion than the time-honored question—"Resolved, that the orator owes more to his talents than to his training;" whose discussion runneth to the time when the Collegiate boy knoweth not to the contrary. Finally, after all our discussion, the edict went forth from the Head-Master's private room that we might have an election. P. C. Ryan, now a leading lawyer of Montreal, was the Liberal candidate; F. A. Magee, an ornament to the Ottawa bar, was the Conservative candidate. John McNichol, now a clergyman in Toronto, was the returning officer. All the struggle of an election took place during the fateful week. Red badges and blue badges were as plentiful as in the borough of Eatsanwill; and although we did not find it necessary to lock up voters in coach-houses, or place them under pumps, the interest was none the less keen. I remember one day, when, in an atmosphere surcharged with political electricity, the rival candidates addressed the discriminating electorate. The meeting was in the "Third Form" room.

I remember that to my youthful, and possibly biassed mind,—does all the bias vanish with the earlier days of youth—the Liberal candidate seemed to have the best of the argument. It was in the lower forms that the canvassing was especially active; and every student appeared as a prospective political worker. But the long, active, speech-making week passed and the votes were cast; and we of the defeated party solaced ourselves with the thought that while it might appear to be

“ Right forever on the scaffold,  
Wrong forever on the throne ; ”

yet if we had another election the tide would turn. But our worthy Head-Master decided that we had had *foison* plenty of politics—and he wouldn't let the tide turn.

For what is readable in this sketch I am indebted to S. J. McLean, Professor of Political Economy in Leland Stanford University, California, and J. G. Gibson, of this city, barrister. The rest I wrote myself.

J. LORN McDUGALL, JR.

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1890-95.

Most of us who entered the Collegiate in the fall of 1889 felt that we had suddenly gotten a new lease of life. Freedom was the keynote of the new order,—freedom of speech and action as compared with the hard and fast rules of the public school regime ; freedom of thought and speculation as we suddenly emerged from the mere disciplinary studies of the lower schools, and breathed the air of fresh fields and pastures most delightfully new. No one who understands our school at all, will take this to mean that discipline was lax,—far from it—but it was most pleasantly, and I doubt not, wisely, relaxed, and thus we were made to see that we had passed the first stage of our educational progress. Of course this emancipation had its humorous consequences at times. Most of us members of the Lower First will recall the morning when Will Moore (now of His Majesty's service,) and “ Billy ” Teakles enjoyed this new-found liberty in the construction of a magnificent piano-forte out of pen nibs upon the edge of their desk, upon which they rendered concertos and sonatas, all regardless of the breathless interest with which the rest of us were regarding them. But that, surely, is the most innocent of boyish pranks at school.

To many of us, too, in that first year of Collegiate life the



members of the far-away Upper Third Form (Blyth, Macmillan, Gibson, Kerr, MacLean and others) seemed like so many demi-gods, mentally and physically, veritable Nestors and Ajaxes, and in that respect the school when I entered it had something of the English tradition of respect for the "sixth form," which passed away however pretty well before I left, mainly because the Upper Forms lost the physical supremacy which had once distinguished them, for I doubt not that intellectually we amazed the "kids" as much as ever our predecessors did us.

Those were the days when the O.C.I. foot-ball team used to play the second team from the University of Ottawa, and, if my memory serves me, the hearts of us little "scrubs" were occasionally made supremely happy by victories, or, at the worst, tie-games. Those were certainly golden days in our foot-ball history, and I think they will not soon be paralleled. Was it not about this time, too, that our school played the Kingston C.I. and were defeated mainly through the prowess of one Sliter, whom the Kingstons, rather unfairly as it still seems to me, placed upon their team. He was a rough player, but some of our senior students dumped him hard more than once.

Winter of course always succeeded the foot-ball season, and brought with it annually, attempts to make an outdoor rink. But an evil fate hung over these efforts, and a maturer judgment suggests to me that that wind-swept corner on the canal bank, with its howling winds and inevitable snow drifts, was not well suited to such a purpose. And so hockey in our day was never really a school game, though there were matches played occasionally in the school's name and by school boys. Speaking of the winter I am reminded of the days that came every once in a while when, upon descending to the basement, we would find all our rubbers piled in one vast heap, *ingenti acervo*, in the middle of the floor. There were many profitable exchanges made about that time, confined mostly, however, to the first arrivals on the scene. Snow-balling was never much of a feature of our winter life; I suspect we

thought we were getting too old for it. Nevertheless, I can remember more than one occasion when we smote bands of the despised "Modellites" hip and thigh. This rivalry, by the way, was the result, first, of contiguity, and second, of a cordial dislike existing in the minds of all products of the public schools for what we regarded as the fostering place of aristocratic presumption. How deep that latter feeling was many of us will remember well, and indeed we are conscious that it is not dead yet.

My mind leaps suddenly from this to a recollection of the journalistic ventures that graced the Upper First Form in the second term of 1890-1891. It was "Billy" Askwith and "Shanghai" Taylor who were responsible for the outbreak, I think, and very soon they had a little sheet (manuscript) circulating round the class every week, which with its wit and humor served to make gerunds and gerundives and cube roots much more passable than in the nature of things they could otherwise have been. What the name of that paper was I have clean forgotten, but I remember well that Harry Link and I, whom fortune had made desk partners, determined to contest the field by issuing a rival publication which we named "The Gab-bag," though our opponents never deigned to refer to it by any other appellation than "The Gas-bag." The rival journals lasted a considerable time, but Link and I succumbed when finally Askwith and Taylor brought out a "Christmas edition" of their paper, all type-written. The printing press had triumphed over the manuscripts again.

It was in this form that "Mosey" Forde delivered his famous Christmas address to our form master, Mr. Cephas Guillet, on the last day of the fall term. "Mosey" said he spoke for the class, but really his imagination overcame him there, as his speech came as a surprise to most of us. Mr. Guillet was quite overcome, but replied gracefully, and we left the room feeling that we had with our own eyes witnessed a revival of Chesterfieldian manners. It was "Mosey" too who having read of the responses to roll-call given at Eton and Rugby, electrified us all with an "Adsum" one

morning. Mr. Guillet, however, being a patron of the modern tongues, then and there put one more nail in the coffin of classical tradition, and Forde kindly consented to use his mother tongue thereafter. Forde, by the way, kept beautiful journals and ledgers in the book-keeping course, and when it came near the time for presenting books to poor "Jimmy" Wallace, Mosey's work was in great demand. More than one of us owed our trial balances, amazing *tours de force* they were too, to Forde, bless him.

It was in our time that the old school was destroyed by fire. I remember well my indignation upon being told next morning of its destruction during the night, because I felt that no matter what the lateness of the hour or the coldness of the night, I had a right as a Collegiate student to be there. There was ill-concealed joy in many hearts when we gathered next day, at the prospect of a very orgy in the way of holidays, but I think most of us lost that feeling when Principal Macmillan addressed us in the gymnasium with a voice and manner which showed how hard he felt the blow to be. Sympathy for him and for his way of regarding the incident dominated.

Our vacation was of short extent. Some of the teachers had us come to their homes for recitation temporarily, and it was not long till arrangements were concluded by which we of the Upper School were housed safely in part of the Normal School building. The powers that be were a little afraid, I think, of collisions between our boys and the "modellites," and a few of the latter did have their heads punched, but, everything considered, we lived side by side in very tolerable harmony. There were some interesting specimens of one kind and another in the different rooms which we occupied, but what attracted our particular attention was the skeleton. We delighted, in moments when we felt we were unobserved by critical eyes, to prod him in the ribs and set his bones rattling, or to crown him with hats of different sizes, and we even ventured on one occasion to offer him a cigarette which he held very jauntily between his hard-set jaws.



Finally the new school was ready for occupation and we found upon our return that the fire had been almost an unmixed blessing, everything was so improved. Particularly were we impressed with the swinging doors of the various class-rooms; these we were sure the Principal had had put in for his special convenience, that he might no longer shut his flying gown into the door as in days of old. With the building of the new school several changes of class names were introduced, and in this way and in others as well, quite a good deal of the old tradition died out right at this point.

The year of the re-opening was marked by a Vice-Regal visit from the Earl of Aberdeen, then Governor-General of the Dominion. His advent was warmly welcomed for we felt pretty sure, and we were not disappointed, that it meant a holiday. I shall never forget his inspection of the top class of the school in Latin. The members of that class were Thornton Bowles, W. B. H. Teakles, George Northwood and myself. First of all when the party, consisting of the Earl and the Countess and an aide-de-camp, arrived, there was some difficulty about seating them. The room afforded three chairs, one a nice leather-seated affair, another a very passable creation, and a third which was *claudus altero pede*, as the Latin grammar hath it, which being interpreted is, lame in one leg. The aide-de-camp refused any seat whatever, evidently not intending to stay long, and that helped matters out a little bit, but in the excitement which followed the arrival of the guests, the wrong shuffle was made, and when the cards were dealt, lo! Mr. Jolliffe had the leather-seated one, the Countess the medium, while the unhappy Viceroy was balanced precariously on the *siege parlous*. That aroused our humorous sense to begin with, and when Mr. Jolliffe handed the Governor a Virgil open at the fourth book, and said, "We begin, Sir, at such and such a line,—*nox erat*," and the Earl replied in what we considered a very English accent, "Oh yes, *nox erat*," it was too much for Northwood, who broke loose with a regular snort in which we all joined

in varying degrees. Then when the aide-de-camp was offered a Virgil, he, though a gallant soldier, turned visibly pale and cried, "Oh, bless me, no! I never could stand a Latin book!" But notwithstanding all these incidents the recitation passed off very well indeed. I might add, as I have already hinted, that we got our expected holiday, and enjoyed it immensely as the skating was good.

But all this time I have been forgetting the Lyceum and its celebrated organ the *Vox*. Most of our school belonged to the Lyceum in my time, and in one way and another we got a good deal of profit out of it, and quite as much fun. I remember well the thrilling debates on such subjects as "Resolved: That Napoleon was a greater general than Wellington," and "Resolved: That intemperance is a greater evil than war," which "Taffy" Kerr proposed once upon a time to vary by a debate, "Resolved: That it is unlawful to attempt to raise spring chickens with a derrick." The last suggestion was just about as sensible a subject as some of those we did discuss, but despite the rather foolish nature of some of our topics, those who participated in these debates, acquired a good deal of information and experience in connection with them, and I doubt not that there are many up and down the length of the Dominion to-day who owe any ability they have in speaking, to early attempts in the Lyceum. Then, too, there was the *Vox*. How many wise editorials it has weekly opened with, how many humorous verses and "personals" it has rained out, rapping people in every direction with an unsparing hand! It was the *Puck* or *Judge* of our little world. The reading of the *Vox* was usually one of the "star" events on a Lyceum programme. In the last year I was at school, 1894-1895, the Lyceum was nearly disrupted by a great quarrel among its members. The executive committee, which included among others Alex. McDougall, Ernest Richards, and myself, were accused by many of the boys of acting in an exceedingly arbitrary manner, while we in our turn thought the common herd were a pack of fools not to recognize

our transcendent ability. As I look back at the matter over the lapse of years, I admit that we were high-handed in our dealings, but I still believe it was all for the best interests of the society. Well, as a committee we were "impeached," but when the matter came to a vote, we were saved by the narrow margin of two ballots, largely owing to McDougall's effective work among the ladies, whose rights to the suffrage were never disputed in our society.

But with all the politics, and the athletics, and the fun generally, the last year was a pretty serious one for most of us in the Upper School. We saw the larger college world ahead and felt the need of pretty steady preparation, that we might take our places fittingly in it; so the books and they who expounded from them commanded our attention more in that year than in any other. Yet we were far from being saints even with all this steady-ing influence upon us, and if evidence be called, ask McDougall and Richards about the game of hockey which Principal Macmillan found them playing in the library one "spare hour," the purpose of which was supposed to be study, or some of the girls how against strict injunction they danced most dazzling waltzes in the "roof-garden." These and other doings like them prove conclusively the existence of a *cacoethes ludendi* in a Collegiate student, up to the very end.

The period 1890-1895 contains to my mind some important changes. In 1890 the school was still small, and one could know almost everyone in it; by 1895 it had increased vastly, and it kept one busy keeping record even of the new additions to the faculty. It was decidedly a period of expansion, and many of the benefits of expansion attended it, but many of the evils too. I think, too, as I have already hinted, that a good deal of old tradition went at the time of the fire, which removed many landmarks from the school history, in the shape of old benches with historic initials carved on them, and sundry old passage-ways and well-worn stairs which were replete with story. It is my belief, too, that during this term of years the old commanding position of the top form



disappeared, and that democracy of a very practical nature followed upon an era of well-defined aristocratic leanings. The reason for the change is to be looked for mainly in the fact that the top form lost control of school athletics. But what the top form thus lost the whole school gained, for the entire body of students now felt more than had been possible before that they were all defenders of the school's name and fame, and that the privilege of fighting her battles was not confined solely to "Fourth Form" boys. The period covered by my school life then is marked strongly by the introduction of the heaven of democracy.

But I do not feel that it is my place to generalize any further upon movements which were still incomplete when I left, and the later trend of which I have not been able to follow. That 1890-1895 was a period of great changes all who were in the school at that time will agree, but they were nothing more perhaps than the novelties which all growth brings. And, balancing up all the changes for the better and for the worse, I believe that the five years with which I have dealt are as thoroughly representative as any of the life and thought characteristic of our institution throughout her sixty years of honorable history in the making of men.

WILLIAM HARDY ALEXANDER.

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1895-1898.

Sometimes a line from an old song, a peculiar odor, or a distinctive taste will bring up in a flash the whole panorama of a phase of past life, and so by a sudden revelation, rather than by any defined process of thought, we are led back to some bygone experience. So it was that to-night at dinner as I broke a bun,—a plain, curranted, baker's bun,—when the first morsel touched my lips, some chain of memory suddenly awoke, and the laughing, chatting crowd of College girls faded away as by a magician's spell, and I found myself sitting on the top rung of a ladder at the head of the basement steps of the "Ottawa Collegiate," eating what

we girls called a "boughten lunch." A sordid boarding-house bun was the medium which brought back my old Collegiate days, and vitalized and made real to me a past which was growing more or less vague.

It is not always wise to stir the placid pools of school memories of an enthusiastic O.C.I. girl—there is so much that demands attention, so many things always were happening at that famous "Collegiate?" It is a platitude to speak of our school-days as the happiest time of our life—everyone knows it except the supposedly happy school-boy. He chafes at his bonds and looks on the future when he will be out in the great world, his own master. Then when this ideal is realized he longs for his bonds. Years have a way of lending a glory and glamor, we know, and yet the pleasant memories which are the heritage of every O.C.I. graduate whether of the "sixties" or the "nineties," are not fictitious. Life really was rich then, pulsing with wild thrills and joys and sorrows to me, a Collegiate girl in the early teens.

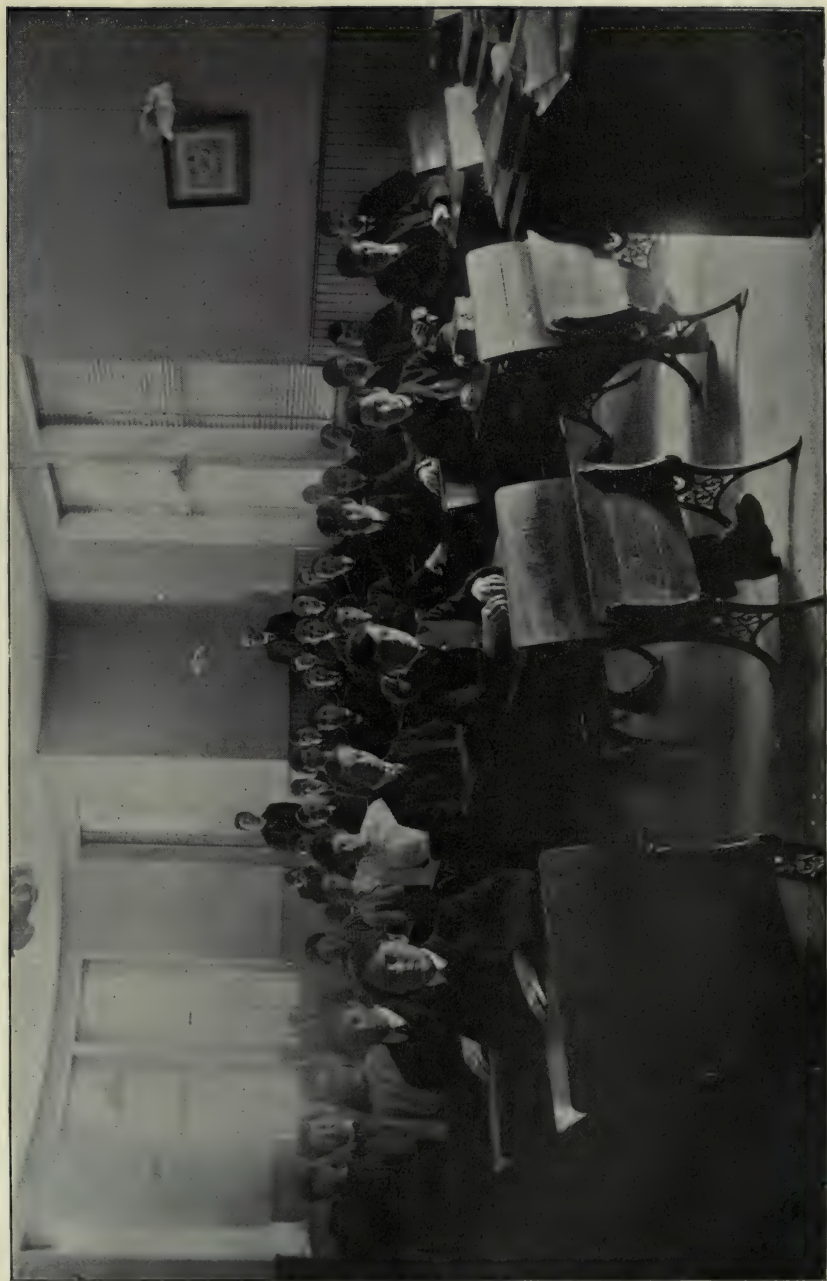
In looking back I find, strangely enough, that it is only the pleasant things that seem to remain. Things that I, in my youthful sorrow, or indignation, always thought would rankle and come up between me and my future happiness, seem somehow to have disappeared, or have to be dragged out from very dusty corners of memory, and then (oh fickle human emotions!) not mourned over or railed at, but simply smiled at kindly, as though one said, "Poor little girl." Writing extra lines, and getting no marks because you left out a minus sign, were however, very real sorrows then.

In the first weeks of our Collegiate life our horizon suddenly widens. How learned one feels when a new teacher comes in for every class, and how we go home and talk patronizingly to our chums, who are public-school girls, and regale them soon with spicy scraps of class-gossip. A large part of the glory lies in referring to our new teachers familiarly by their first names, or nick-names.

The years in the Lower Forms were always full of interest,—it was the transition period, when the new scholars were being adjusted to the new life. There were some very funny individual instances of adjustment; many times the conflict waged hot between specially obstreperous youths and specially young or excitable masters. Lower C every year gave a famous picnic to Kingmere, generally on an impossibly cold day. It was a glorious occasion calculated to thrill the most blasé Third Former. I seem to see us yet, an eager, expectant group, standing amid our baskets at the rendezvous in the chill of the morning awaiting a full muster of the crowd, each anxious to sit near the teachers in the bus, to see what they were like when they were *men*, not *teachers*, and later marvelling that they ate such solid things as sandwiches, that they could spread table cloths, and climb mountains like ordinary human beings. And then in the purple of the evening coming home while the sun was sinking behind Kingmere, quiet but happy; perhaps joining in the snatches of picnic choruses, or sitting apart wondering how life would be supportable when there would be no more Kingmere picnics! Time adjusts even such serious problems as that.

I shall never forget the day that Lord Aberdeen visited the Collegiate for the first time. Lower C was warned to “show up well,” which meant, to the girls, to have their smooth braids transformed into kinky masses of tangle. A school-girl’s way of expressing herself is always through her back hair. Her attitude towards life may there be read as in a book. Whether it was because of the external or internal fittings of my head I don’t know, but I was thought equal to the strain of sustaining the Form’s honor on the fifth proposition in Euclid, which was the one selected for exhibition purposes. I had three or four carefully chosen relays, who were to expect occasional questions to show their familiarity with the work, and to enhance my position. Of course all of this was impromptu—the proposition was to fall on us, the next day, in the nature of a surprise. We were well armed for that “surprise.” When His





A Class-Room.—III Form, 1903.



Excellency came he smiled reassuringly at our tense, though apparently indifferent, faces. "How many know the *Pons Assinorum*?" was his first question. Things were coming right our way; Mr. Wallace smilingly brushed off the board,—anticipating, with labored carelessness our hands went up—mine and the relays with more vigor and determination as befitting our position. This was my supreme moment. Then the blow fell. "Oh indeed, all of you I see, you find it easy. I did too when I was at Eton. 'Ass's Bridge' is a misnomer!" and he proceeded to ask a few elementary questions, and left for the higher Forms. The memory rankled long after the kink was out of my hair.

All the teachers hold their own peculiar places in our hearts, even those whom we systematically plagued. The general idea was that new teachers were meant to be harassed, and it was the place of the Lower Forms to do this. It was a duty they seldom shirked. I could shake my little old self when I think how unmanageable and capricious we were, and how we thought it a grand 'score' when we got a teacher angry and off his dignity. This, however, did not often occur.

Of all the happy hours spent in the Lyceum I shall not pause to speak. The society besides being a rare intellectual stimulus, gave us a bright shining hour at the fag end of the week. My experiences as an impromptu speaker and debater are as real to me as though it were yesterday. How unnatural, how foreign seemed to me my arms and feet, how strange the sound of my voice! How far, far off was my sheltering seat—the ceiling was as the vault of heaven. The faces of my listening friends seemed like phantoms in a dream, relentless, diabolical as judges of the Inquisition; one is seldom called upon to face a more trying audience than a crowd of school-chums. Some day I hope to forget it all—but the time is not yet. However, I learned a self-discipline on those Friday afternoons that stood me in good stead throughout my college course, and will help even more in the world outside.

The last day came,—it takes a girl, a school-girl, to realize the



significance of a 'last day.' I and my three good chums, who had "wrought, and thought, and toiled" together for five years, were well armed for the occasion. All week we would remind each other, in tragic tones, "Girls think of it! A week from today—!" Imagination failed. In the solemnities of a deduction it would dawn on us—"This is the last time I'll ever have to bother with the triangle A B C." We felt sorry for the triangle A B C. At lunch on the old ladder we'd wonder who would sit there next year, we'd run after the much-enduring, ever-obliging janitor to tell him he wouldn't have long to be kind to us. (His fortitude under the blow was truly marvellous.) We even made a business of carving our names surreptitiously on forbidden surfaces, so that the generations to come would look at them, and wonder and say things, we could afford to indulge this sentiment for we would soon be beyond Collegiate jurisdiction, and someone else would have to sandpaper those scratches. We arranged affecting farewell scenes with our particular desks and cloak-room pegs; and if a teacher reproved us we looked at him sorrowfully, forgivingly,—he would be sorry when he wouldn't have us to scold. We felt badly for the old O. C. I.—it was suffering an irreparable loss. Things would never be the same again. But when the actual day did come, amidst all the hustle and prosiness of commencement exercises we quite forgot our part. The teachers wished us good-bye and hoped we'd be back—which was well meant but unfortunate, considering that only failure at the departmentals would restore us to our old haunts. I did indeed allow myself one lingering look at the Fourth Form room, the arena of so many triumphs and defeats, one last glance at the all too familiar round face of the Form clock,—then forth from the shelter of academic halls into the great outside world. I rejoiced in my new freedom, but even then with a strange premonition that "unchartered freedom tires," a feeling that I should sometime wish for the old O. C. I. days again. In a dim way I realized that I had learned from the character and training of my teachers, something more fundamental, more abiding

than the knowledge of cube roots and words. Since then I know that he is a wise scholar, and will be an important force for good in this world-struggle, who takes to heart *all* the lessons taught at the O. C. I.

Long after we go forth, we graduates look to our master and friend, Mr. Macmillan, with the old childish awe and respect for a character in which we saw no weakness, mingled with a maturer admiration for one whom we know to have been always, in the cause of right, "zealous, beneficent, firm." The standard he held before his students was high; he implanted ideals which must always remain with us, whether or not they blossom forth in achievement. Even yet we think of him as one whose "well done!" we would like to have. Influence has a beginning but no end,—

"And yet the old schooling sticks, the old grave eyes  
Are peeping o'er my shoulder as I work,  
The head shakes still."

And so we pass, and new faces come to the halls to feel the old thrills and heart-throbs which are the heritage of every undergraduate,—and they, too, pass. And sometimes we grow retrospective, and look back and see the long years of student-life aglow with all the glory memory lends, and we say, "Happy school days!" They gleam behind,—those shining hours, and we long for the time when we wore our hair in a meek braid behind, when life's only problems were to be found between the covers of an algebra.

HARRIETTE M. H. SMIRLE.

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1895-98.

"Fond memory brings the light  
Of other days around me."—MOORE.

To say that in our school life we lived and moved and had our being may seem, at first sight, an exaggeration, but in reality it is absolutely impossible to overestimate the influence which the Collegiate life had in developing the character of the students who

came under its power and in giving purpose and direction to their lives.

To those of us who really knew the "Collegiate" it was never a mere school. It was our world. In it were centered almost all our interests,—our hopes, our fears, our joys and our sorrows found their meaning in it. Triumph was sweet when it won our world's praise; and defeat doubly bitter if it brought with it its blame. We understood our school world, at least enough to make us passionately love it, and in return it did for us many things. It praised judiciously and blamed with all kindliness, so that neither undue self-appreciation nor undue discouragement were permitted to wither our powers; but ever we were encouraged to work out, earnestly and patiently, the very best that was in us, so that the way might be clear for us to attain to the more perfect things to be.

Nor was it in any sense a one-sided development of mind and character which the Collegiate education fostered in its students. It taught us much not found in books. The work of the class-room wove into the very fabrics of our being a thoroughly practical and unassailable belief in Carlyle's great gospel of work. We learned, not only to do with our whole might whatsoever our hands found to do, but we learned to delight in the doing of it, and, for this, life will ever have to us a deeper meaning, a more perfect joy.

And in addition to the life of the class-room we had that of the Lyceum. There we found opportunity for the development of many powers. If we would learn to write, the *Vox* offered a wide field for the exercise of our talents. If to speak was our ambition, no orator could desire a better training than one could receive by taking part in the arguments and debates which always lent such keen interest to the Lyceum meetings. Our executive abilities were developed by helping, as members of various committees, to manage the business of the society; and the responsibility of office taught us to be trustworthy, thus preparing us for the more



serious responsibilities of later life. The Lyceum was a kingdom whose fatherly monarch gave to his subjects practical self-government, only reserving to himself the right to prevent their using it to their hurt. And we, the subjects, each with his ancient Anglo-Saxon heritage of rights learned, sometimes with much difficulty to respect the rights of our fellow-men even as we would have our own respected; and thus we came gradually to exercise of our own free will the self-control and self-mastery which exercise under the stern rule of the class-room had been a matter of compulsion.

These, then, and many other good things the class-room and the Lyceum did for us, but there was in the school, a power greater than they—a power which, although it worked in and through them both, yet far transcended either. This was the personal influence of the Principal and the teachers. Of the Principal, who has given and is giving his life for the “Collegiate” and its students it is difficult to speak. To know him is to honor him almost above all men; and none but Collegiate students will ever know of how many lives he has been the ideal and the inspiration. Many a one, who without some strong incentive would have failed in life, has striven hard for success and won it and found it doubly dear because the Principal never forgets, and his heart is always glad and proud for the sake of “Auld Lang Syne.”

And also when we remember the teachers, to whom we gave so much trouble and apparently so little gratitude, words fail to express what we fain would tell them. For all they did for us that it was their duty to do we thank them with sincere hearts; but for what they did beyond their duty, for the all-forgiving sympathy, the encouragement, and the self-sacrificing help, given so ungrudgingly and unfailingly, we can give no adequate thanks unless it be to go and do likewise to help, in our turn, those who may be in sore need. When all these influences are considered it ceases to be wonderful that the O.C.I. is year by year sending out graduates who make her name honored in the land.

EDITH MACL. YOUNG.

1898-1900.

The course of study at the Collegiate Institute is necessarily severe. In order to compass the desideratum of passing the departmental examinations, the students must give themselves to their work. There are times when even brilliant students are afflicted with deepest melancholy regarding the outcome of their strenuous work. The basement is the usual place for bursts of grief and despair. Cheering words and the hearty (sometimes too hearty) clap on the shoulder are grand restoratives. Under the influence of these the despairing ones are pretty sure to experience a wave of courage, that makes them go on steadily again. Horace makes mention of minds being "purified by terror;" if that be so, then the scorpion whip of the exams. must prove a fine purifying agent.

In the Fourth Form, during the period of which I write, the pupils were from widely different strata. Some were from aristocratic homes surrounded by all the amenities that wealth and culture can bring; others were from humble abodes that knew somewhat of the pinchings of poverty. The O.C.I. is democratic and owns only the aristocracy of worth. All met here on a common footing. A bright agreeable lot they were, wise, fun-loving, charming girls and spirited manly boys.

The atmosphere in our Form was varied as that of out-doors. There was the steady trade-wind of work, the gust of hilarity, the breeze of humor, the whirlwind of mischief. This last was followed usually by cyclonic denunciation from the master who happened to be in charge. If any irregularity in deportment occurred during a spare hour, *i.e.*, when the class or part of it was not occupied with any of the masters, the Principal dealt personally with the erring ones. On occasions a mistake in the identity of the mischief-makers occurred. Once, during a spare hour in the Fourth Form room, some one pushed the stem of a Union Jack into one of the girl's coil of hair. The Jack itself waved bravely above her head but far enough back not to be seen by her. She went on studying and forgot about it. Presently there was an explosion of

laughter among the boys. The Principal came into the room, glanced quickly over the now suddenly silent, studious group, and bent a reproving frown upon the wearer of the flag. She returned his look so steadily and with such an expression of injured innocence that he grasped the situation and went off with a smile of amusement in place of the frown.

On the second floor above the basement is the chemical laboratory, where we covered ourselves with pinafores, sulphuretted hydrogen, and glory. This last was when by many experiments we discovered the particular brand of *salt* that had been given us for investigation. We often failed in this and were as much at fault as the lady who asked to be set down at Epsom street when Rochelle was the one she wanted. So our salts were sometimes so mixed that we were in despair of ever being able to find them out. For this department of our work, the fine optimism of our Science Master created an atmosphere that kept us alive in spite of the obnoxious fumes from our test tubes.

The library is a room which the Fourth Form girls are not likely to forget. Clustered in groups about the table and in the window alcove, they spent the spare hours mostly at hard work. They indulged, however, in frequent brief digressions which were often more profitable than work. At these times they discussed problems of life and being. Hard thinking was done here, in fact much of our best work. Here, too, we had some of our best fun. Very rarely there was an excess of mischief. This last usually ended disastrously. One incident will doubtless be stamped on the memories of those who were present during the spare hour on which it occurred. It happened in this wise. One of the girls in madcap humor arrayed herself fantastically in the red, white and blue bunting that had been carefully folded away in one of the library drawers. She mounted the long library table and to the delight of the rest pirouetted from end to end in an improvised skirt dance. The fun was at its height, when the door was thrown open and there stood Mr. Macmillan. The scene was changed



instantly to one in still life. Everybody "froze" for a space that seemed an age. Then somebody offered a hand to the danseuse. She dismounted from the table and with the aid of the others began to doff her draperies. Not a word was spoken. The situation was too awful for words. Later the culprit was summoned to an interview with the Principal, but what occurred never became generally known. However the skirt dance did not become a popular form of relaxation.

Toward the close of 1899 the Fourth Forms conceived the idea of having an "At Home" for the senior classes and for the students of the two previous years. The latter were attending the universities at Montreal, Kingston, and Toronto, or had gone to take charge of country schools. The idea was, that the students and the teachers should have a re-union and social good time. The Principal was consulted. He favored the plan and the committees went to work with a will to prepare for the entertainment of their expected guests. A topic promenade, refreshments and music were provided. The invitations were sent out and the first of the "At Homes," that have now become a feature of school life at the Collegiate, was held.

As to the recreations at the O.C.I., there was the Lyceum on Friday evenings during the winter term. Then there were the athletics for the boys. The girls were left for the most part to their own devices. They walked and talked together a great deal, often went for rambles after school. They visited churches and studied their architecture. Sometimes when the House of Commons was in session they went in a body to listen for an hour to debates. Occasionally they visited the Experimental Farm. They went to the National Art Gallery and discussed the pictures. They made excursions to Rideau and Chaudiere Falls and other points of interest within reasonable walking distance. Thus they laid up a store of delightful memories and gained the blessing of communion with the great "Outdoors" at the same time.

A pleasing device of the Fourth Formers, that helped to en-

liven the routine of studies was the celebration of the girls' birthdays. At the beginning of the term a register was made of all the birthdays that were to come on school days during the term. On these days the celebrant found her desk covered with boxes of candy, made by the donors, and with other gifts. The boys of the class participated in the celebration by helping to dispose of the candy, but they usually rose to the occasion and arranged that a box of cut flowers should be among the gifts. The flowers were arranged as a bouquet placed on the master's desk and enjoyed by the class for the rest of the day. Then they were placed in their box to be taken home by the recipient and treasured with the other gifts as evidences of the thoughtful kindness of her school-fellows.

Little mention has been made in this series of sketches, of the scholastic learning gained by the pupils, for after all what is the greatest thing that students here experience? Not what they cull painfully from books but what they gain involuntarily from what their teachers and their school-fellows *are*.

CHRISTINA J. McEWEN.

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1898-1900.

It was in September of the year 1896 that we first made the acquaintance of the Collegiate, its customs, habits and institutions. Together with about 100 young members of the species called man we were herded in the basement ready to be launched into a new existence. It would have been interesting to study the different feelings of the boys. Some came with fear and trembling; some with thoughts of the broader field for mischief opening before them; some with great ambitions looking forward to victories in the class-room and in sports; others thinking of the responsibility that would devolve upon them when they would have to fill the places of the great ones who now held sway in class-room, Lyceum, and campus. A vague feeling of uneasiness pervaded all breasts, which was combined with one of expectancy.

But suddenly the stentorian tones of the Classic Master summoned us to the upper regions. Having been classified and harangued on the fate of those who strayed from the narrow path of duty, and on the rewards of those who practised diligence, we were sent to our several forms and school life began.

I do not ask you to follow us through the two succeeding years. After three uneventful years we entered the Third Form. We could no longer be classed as "kids" but must be consulted in matters of sport and things pertaining to the welfare of the school. Our help was eagerly sought for foot-ball and Lyceum, and anxious enquiries were made to find out future poets and editors for the *Vox*. We shall never forget the two years that followed, they were the finest years of our lives and many of us would give a good deal to be back with the old crowd, to live again the old life, with its toil and its fun. It is pleasant to us to recall some of the events of those years and perhaps they may suggest similar ones to the minds of readers.

One of the most cherished institutions of the O.C.I. is its janitor. Boys may come and boys may go but Pat goes on forever. 'Tis even hinted by some that he has discovered the fountain from which flows the elixir of life. Of the truth of this I cannot speak, I can only hope that it is so, for a Collegiate without Pat Nolan would be like the proverbial "home without a cat." Many a tenderfoot quailed in his presence, being misled by his tone into believing that the Principal stood before him. The duties of his office in our time consisted in preventing young ladies and gentlemen from "tripping the light fantastic" in the halls, in running down such youths as were so lost to a sense of decency as to carry off small (?) rolls of foolscap from the teachers' room, in grumbling at the orders of the masters, in freezing the Third Form and roasting the Fourth, and in supplying the editor of the *Vox* with a joke now and then to enliven that great family journal.

The Convocation Hall was the scene of great excitement.



The old Lyceum Hall wherein Collegiate orators for years had striven in friendly rivalry, and where future statesmen had tried their oratorical swords against the foils of budding lawyers, was for the time being a hall of justice—and a student representing a poor Gatineau Point wood-drawer had come for redress for wrong inflicted by H——, of the Fourth Form.

On the platform sat Mr. M——, a most impartial Judge. Behind him were ranged twelve good men and true, pledged to decide according to the evidence. There might be seen the eloquent Mc——, counsel for plaintiff, and the caustic, witty N——, retained by the defence. Nothing was wanting to make the scene impressive and instructive. The ladies as usual were there in large numbers to give eclat to the scene and encouragement to the actors. But to two actors it was a trying ordeal. The culprit came with guilt written on his countenance and terror of avenging justice in his soul. The plaintiff's simple mind was scarcely less impressed, though in a different way. One by one the witnesses were called and cross-examined; then the plaintiff was put through a severe examination which injured his case somewhat. But so convincing were the arguments of counsel and so damaging the evidence that after a few moments deliberation the jury found the prisoner guilty, but with a recommendation to mercy on account of previous good conduct, and the suspicion entertained by some that his mind had become somewhat unbalanced by hard study. The judge in consideration of these things let the prisoner go on suspended sentence. Thus ended a mock trial memorable in the annals of the Lyceum.

We were deep in the mysteries of *Lycidas* and everything was flowing smoothly. The teacher was thinking of the bright class he had and visions of 70% papers floated before our eyes, when suddenly something went wrong. Some such feeling came to us as comes to those who feel that some awful event is about to happen. We looked at each other in dumb surprise, when suddenly it dawned upon us. The clock had stopped! The old clock

that had for centuries (?) ticked out the monotonous seconds had failed. Where then could we look for truth or faithfulness? All at once another thought struck everyone and nods of understanding were passed back and forth. The next period was Algebra and none had his work complete. Let the interesting Literature lesson go on. But it had not proceeded more than twenty minutes overtime when fate in the form of the Principal intervened and our dream of bliss was over. Was the teacher on to the joke? Well I cannot tell secrets out of school.

Other schools may have just as good records, but the great point about the O.C.I. has always been the loyalty of her graduates to their Alma Mater. We often live again the scenes that were enacted under her roof, laugh again at the old jokes, and long to see once more the faces of the school-mates who are scattered over the country. Those were good days and I often wish I could live them over again, but other boys and girls are now in our places and are offered the same advantages that we, I fear, took little advantage of. Our mistakes in Latin and English pained the classical ears that had to listen to them, but they also pained the hearts of those who wished us well. I shall never forget, too, who made it possible for me to take advantage of the High School course, one of whom deserved a better fate than fell to his lot. How true the comradeship of that life was, free from the petty mean acts that mar common school life. The friendships formed there shall not by me be ever broken, nor shall I ever lose the pride and affection I bear for the Ottawa Collegiate Institute.

R. G. PUSHMAN.

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1898-1903.

Life at the Ottawa Collegiate is like all school life—like all life—in this respect, that it has long stretches, practically barren of event, followed by short periods in which events thicken. In the Lisgar Street Institute, throughout the years 1898 and 1899,

day followed day in wearisome monotony. Meantime, however, mischief had been brewing in South Africa, and its effervescence disturbed the whole British Empire—and, therefore, the O.C.I. About the days of the spring term of 1900 there was a spirit of delightful uncertainty, any day might be a holiday—there was no restraining the military and patriotic ardor of the boys, or, indeed, of the girls. On January 19th there was a half-holiday that we might see the North-West Contingent on its way to the scene of warfare. They came in by train at about 1 p.m., and marched down Wellington street to Parliament Hill. What splendid looking fellows they were! What a stirring sight for the youth of the country they presented as they marched along, eight deep, erect, stalwart, steady! The city went wild over them—so did the boys of the O.C.I. One enthusiastic group of boys was interfered with by a policeman whom lack of experience or discernment rendered unable to distinguish between disorder and patriotic zeal. His discernment was quickened and his experience widened a few days later when, in a test case before the Magistrate, a fine was imposed upon him, and the boy (George Reiffenstein), towards whom he had used violence and whose conduct was thus justified by law, was for weeks after lionized at the Institute.

About a week later we had an opportunity of seeing the "Strathecona Horse" on their *branchos* of all sorts and conditions, and "Young Canada" was given an object lesson on what one patriotic Canadian may do for the Old Lion whose roar is our defence.

What wonder that these sights so roused the boys of the O.C.I. that many a callow youth besieged his parents for leave to go campaigning. One boy, Hector Kennedy of Form III (B), thought himself very fortunate in obtaining a vacant position in the Halifax Garrison, and was given a send-off by his Form, the members of which presented him with a silver drinking-cup.

We celebrated "Paardeberg," "Ladysmith," and "Mafeking,"—but "Pretoria" capped the the climax. On the morning of "Pre-



toria Day" the boys were too excited to sleep—as early as 4 a.m. the masters were serenaded and acquainted with the joyful tidings. The pupils condescended to assemble at the O.C.I. at nine o'clock, but were bookless—they had absolutely no thought of anything so tame as lessons. In a dense mass, before the building, they cheered themselves hoarse. With some difficulty they were prevailed upon to enter the building and to assemble in the Convocation Hall. After addresses had been given by a few of the masters, the anticipated holiday was granted. The boys then arranged themselves in two bodies. The bicyclists with flag-adorned wheels formed in line and headed first for Sparks street, where, before the *Citizen* bulletin board, they were joined by the pedestrian corps who had made an earlier start. There "three cheers" were given with right royal will, also much yelling of a straggling nature was indulged in. Then the wheelmen mounted their silent steeds once more and made a noisy progress along Sparks and Bank Streets. What flags were displayed that day! One of the staidest of the Form IV students walked Sparks street with a 24x12 inch flag over her shoulder.

From joy to sorrow is often but a short step. Tuesday, January 22, 1901, will be a day long rembered throughout the British Empire—long remembered by us students of the O.C.I. For some days much anxiety had been aroused by reports of the Queen's serious illness. The reports had become graver and graver, until on January 22, there seemed a tenseness in the very air. We could hardly settle down to work—a heavy sense of coming sorrow seemed to oppress us. In the Fourth Form on that afternoon the literature lesson was, strangely enough, based upon Tennyson's "Crossing the Bar." Suddenly and sharply the City Hall bell broke the silence—the preconcerted signal of a fatal ending to the Queen's illness. Instantly the teacher's voice was hushed, and every heart was striving to realize that Death had had the ruthlessness to seize her whom millions were beseeching him to spare, every heart was filled with a sense of desolation and of emotion—

was hoping that after all the end of the world would not come with the end of her whom they had not thought the world could do without. She had always been, we had thought she would always be ! In the great British Empire a bond had snapped, what disintegration might not result. After a short time some movement was heard in the building, the machinery of the O.C.I. seemed to recover from temporary paralysis, a message was sent to each room that all were to assemble in the Convocation Hall. Never did the O.C.I. students ascend the stairs so noiselessly ; all went quietly with awed faces ; some of the girls were in tears. The teaching staff took their places on the platform, and the Principal, his voice at times broken with emotion, addressed us. He dwelt chiefly upon the Queen's *influence for good*, and one of his sentences will always be remembered by the writer : " Since God made the first woman, no woman has gone to her grave so deeply and so widely regretted."

In September 1901, Their Royal Highnesses the Duke and Duchess of Cornwall and York visited the city. On the Friday of their arrival the O.C.I. had a holiday, and its students, with the pupils of the Public Schools, all carrying flags, marched in procession to Parliament Hill, where the formal reception was to take place and where their part was to sing *The Maple Leaf* and *God Save the King*. During the stay of the Royal pair for part of the next week, the students of the O.C.I. were free to follow the Royal progresses and to cheer their future King and Queen at every turn, for the O.C.I. is a hot-bed of loyalty as well as of patriotism.

Meantime Boer stubbornness was continuing the war, and in January 1903 another Canadian Contingent was sent, in which were enlisted Larry Kingston of Form IV and Charlie Cox of Upper A. Both received watches and a hearty send-off from the school. Another would-be slayer of the Boers was James McCuaig of Form Lower(B) who was prevented from going at the last moment by his darents. Attending the school at this time was Douglas Lyon who had been a distinguished member of the First Canadian Contingent.

During the 1901-1902 term Form III (B) had as a student Ottawa's gifted violinist, Miss Laura McLaren. A rather amusing story is related of her connection with the Form. Having to write on a special Science Examination, she asked the Form IV boys what they would take to preserve perfect quietness in their adjoining study-room while she was writing. Their choice was pie—pumpkin-pie—which showed that they were boys of the normal type. The bargain was struck—the pies duly produced—and 'tis said that the Science-Master was for the nonce a *boy* too.

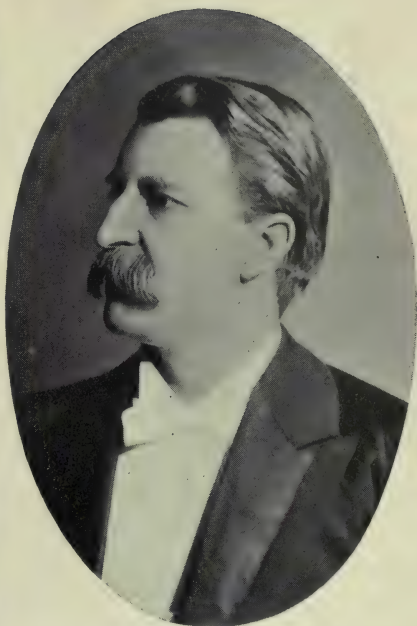
On Friday, May 30, there was a half-holiday to allow the teachers to attend the funeral of Senator Clemow, who for many years had been a member of the O.C.I. Board of Trustees and had taken great interest in the school, and on the following Monday (June 2) there was a half-holiday to celebrate the proclamation of peace in South Africa.

The 1902-1903 term lacked incident, unless the movement of classes consequent on the building of the "New Wing" be exalted to the rank of incident. Fancy the joy of Form II (A) and Form II (B) in no longer having to climb to the "cubby-holes" under the roof, also the joy of those classes who were assigned rooms in the new wing.

In conclusion it may be said that it is a difficult matter to deal with this 1898-1903 period. It is a period not yet passed into history, so to speak; its students have not yet stepped upon the world's great stage. It has, however, been a period of extraordinary growth. It saw the addition of two extra teachers to the staff, the addition of a handsome new wing to the building; and the Institute of to-day might be tempted to look down in contempt upon the old Grammar School of sixty years ago. There seems no tendency, however, to despise that "day of small things"—small, after all, in only one sense; there is merely the wish that the Institute of to-day may turn out the same proportion of men of sterling character as did the revered establishment of three-score years ago.

ELIZABETH A. TOMKINS.





H. S. MACMILLAN, B.A.  
Junior Moderns and Latin.  
LIEUT. R. S. SIMPSON,  
Commercial Master.

W. GILNOCHIE ARMSTRONG, M.A.  
Junior English.  
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FOUR SPECIALISTS—MEMBERS OF THE STAFF, 1903.



## CHAPTER XI.

### SOME EMINENT "OLD BOYS" AND A LIST OF UNIVERSITY GRADUATES AND SCHOLARSHIP WINNERS.

Under the above heading there was to be a separate chapter which was undertaken by Dr. Ami, one of the "old boys," who took a great interest in the organization of the ex-Pupil's Association, in the Re-union, and in this Memorial Volume. He is 2nd Vice-President of the Association. Owing to overwork and ill-health as a consequence, Dr. Ami was not able to complete his chapter in time, and delayed somewhat the publication of the book. Even now he is unable to do more than to hand over some incomplete sketches which are here given a place, being arranged in the most brief and concise order. To this explanation should be added, that the number of ex-pupils of the O.C.I. who have risen to eminence, in one position or another, and in one way or another, is so great that to give a complete list with sketches of them would fill a volume itself. The present volume is not a biography.

Some eminent "old boys" are referred to as Trustees. A few more names of the most illustrious and older sons are here given, in order to show appreciation for merit and for honest, independent effort, but chiefly with *the idea of inspiring* our future students to aim high in life and to aim at making the most of themselves. Opportunities are not wanting for young men and women to achieve distinction, and better still to do well. The best way to become useful, to acquire permanent fame, to secure proper recognition is "to do," as Nelson said, "your duty," and that means that in whatever position you occupy be faithful, and honest, unmindful of public applause. It means, too, that there should always be an effort made to keep an intimate connection between practice and principle; a determination to set up a standard of perfection and to realize it in conduct. In the past, the great majority, if not all of our ex-pupils, have been plodders, with no great family tradition or wealth behind them; they have



risen to positions of eminence and trust, notwithstanding this, chiefly by their own ability and application, but, "when a man is the son of his own industry he can," as Dumas has said, "claim to be of a very good family." This certainly applies to many ex-pupils of the Ottawa Collegiate Institute.

R. S.

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Honourable W. C. Edwards, is one of the most prominent and better known Senators of Canada; he is also one of the most successful lumber merchants and manufacturers of our country, carrying on extensive operations both in the Provinces of Ontario and Quebec. He is one of the "old boys" of the old Grammar School and has succeeded in climbing to one of the highest positions his country offers. Born at Clarence, 1844, he was educated at the Ottawa Grammar School and when quite young entered the lumber business at Thurso, P.Q. In 1868 he started business and established the firm of W. C. Edwards & Co., whose saw mills at Rockland and New Edinburgh on the Ottawa River are now among the most extensive and prosperous in the whole Dominion. He is a director in many companies and takes a practical interest in agriculture and stock farming. He was the successful candidate for Russell at the general elections, in 1887, and has since won the seat, at each succeeding general election until he was called to the Senate of Canada.

Honourable Erskine Henry Bronson, manufacturer and legislator, is the son of the late Henry Franklin Bronson. Born at Bolton, Warren, N.Y., 1844, he was educated at the Ottawa Grammar School and Sandy Hill, N.Y., and joining the Bronsons and Weston Lumber Company, succeeded to the Presidency of the Company on the death of his father in 1889. He was for some years on the Ottawa School Board, and was a member of the City Council 1871-1877, being also Chairman of the Finance Committee. He represented the City of Ottawa in the Ontario Legislature for a number of years, being first elected in 1886, and

later became a member without portfolio in Sir Oliver Mowat's Cabinet. Mr. Bronson is one of the Trustees of Queen's University.

His Honour Judge William Mosgrove, late County Court Judge, was born in Ottawa, 1837; he was educated at the District Grammar School. Called to the Ontario bar, 1869, he practised in the city of Ottawa and acted as County Solicitor. He sat in the City Council 1866-73 and was appointed Junior Judge of the County Court of the County of Carleton, Ontario, October 24, 1889. Later he became R.O. under the Electoral Franchise Act for Carleton and Ottawa.

Daniel O'Connor, K.C., was born at Ottawa 1835, and educated at Ottawa Grammar School and Ottawa University. He was admitted an attorney 1857 and called to the bar 1877, and for years was head of the firm of O'Connor & Hogg. He was legal agent and solicitor for the Dominion Government at Ottawa, 1878 to 1896. He was created Queen's Counsel 1890.

Alexander Lumsden, ex-M.P.P., is an "old boy" of the Grammar School. He attended the school under Principals Millar and Borthwick. Mr. Lumsden was born in New Edinburgh in 1843, and is therefore a Canadian by birth. He was educated at the public school, an old stone building, still standing in New Edinburgh, under William Stewart. Mr. Lumsden took a course at the Ottawa Grammar School before he entered the employ of the J. M. Currier Lumber Company. Later he was employed by the James MacLaren Lumber Company, but in 1881 he started in the lumber business for himself and few men have been more successful than Mr. Lumsden. He has a large business on the Upper Ottawa in lumbering and transportation. Mr. Lumsden has been a member of the Ontario Provincial Legislature, where he served for four year, under Premiers Hardy and Ross.

C. Berkeley Powell, M.P.P., is also an "old boy." He has served the city as alderman and has been a member of the Ontario Legislature for now some six years. He is a Conservative in politics and is a man of wide interests in the city. He is connected with all the enterprises that make for the city's progress.

George Halsey Perley was born in Lebanon, N.H., 1857. Came to Canada in 1858, educated at Grammar School and other schools here until 1869. Went to St. Paul's School, Concord, N.H. and then to Harvard University, where he graduated with the degree of A.B. He is head of the firm of G. H. Perley & Company, lumber manufacturers, and Vice-President of the Hull Lumber Company, Ltd. He was Chairman of the Relief Fund Committee which distributed a million dollars after the conflagration of 1900. Conservative candidate for the House of Commons at the bye election in Argenteuil in 1902.

Col. Thomas D. B. Evans, C.B. By the name of "Tom" Evans, or "Tom" as he was called he was best known to the boys of the old Grammar School from 1871 to 1874. The "Militia List" for 1903 informs us that Colonel T. D. B. Evans was born in 1860. His first service to his country was during the North-West rebellion in 1885 where he distinguished himself in operations against Big Bear's band in June and July of that year. In 1888 he was gazetted Lieutenant of the Infantry School Corps. He was transferred to the Royal Canadian Dragoons in December 1895, and to the Canadian Mounted Rifles, July 1st, 1901. He took part in the South African War during 1899 and 1900, and commanded the Canadian Mounted Rifles from May 1900 to January 1901. He was entrusted with the command of the Second Canadian Mounted Rifles in South Africa during 1902, where he carried on operations in Natal during the months of February and March, and later, in the Western Transvaal from March 31st to May 1902.

Lieut.-Colonel Arthur Percy Sherwood, C.M.G., Dominion Public Service. Of U. E. Loyalist descent. Was born in Ottawa, 1854, and was educated at Ottawa Grammar School. Became Deputy Sheriff, County of Carleton, June 1877, and Chief of Police, City of Ottawa, April 1879. In October 1882 he was appointed Chief of the Dominion Police, which office he still fills. Since his appointment thereto he has been entrusted with



the performance of important missions to England and elsewhere, by the Crown. He holds a first-class V.B. certificate and was gazetted Major 43rd Battalion Ottawa and Carleton Rifles, March 9th, 1889, and later was created a Lieut.-Colonel of the same regiment. In recognition of his services during the visit of their Royal Highnesses the Duke and Duchess of Cornwall and York, His Majesty conferred upon him the title of Companion of the Order of St. Michael and St. George.

William Brymner, R.C.A. Among those ex-pupils of the old Grammar School who have distinguished themselves in the field of art, William Brymner ranks high. He is the eldest son of the late Dominion Archivist, Douglas Brymner, F.R.S.C., LL.D. &c. William attended the classes of the old school on Union Square, and was a quiet though very diligent scholar. He studied art under the best masters in Paris, and has exhibited both at the *Paris Salon* and the *Academy* in London. For many years he has had charge of the Art classes of the Art Association of Montreal, the largest and most flourishing school of Art in the Dominion. In 1892 William Brymner was commissioned by the authorities of the Canadian Pacific Railway to paint four series of pictures illustrating the magnificent scenery of the Canadian Rocky Mountains along the line of the C.P.R. These have been greatly admired and form an interesting contribution to the Art of the Dominion.

Casey A. Wood, M.D., was born at Wellington, Ontario, Canada, 1856. The Honourable S. Casey Wood of Toronto, for many years Secretary of State and Treasurer of the Province of Ontario, was his uncle. Dr. Wood was educated at the Ottawa Grammar School, where he graduated as prizeman in 1872. He entered the medical department of the University of Bishop's College, Montreal, and received clinical instruction in the Montreal General Hospital, and was admitted to the College of Physicians and Surgeons of Ontario. While practising in Montreal he held the chairs of Chemistry and Pathology in the University of

Bishop's College. He then retired from general practice to make a specialty of ophthalmology and otology, spending some years in New York, Berlin, Vienna, Paris and London. Settling in Chicago, Ill., 1889, he soon acquired a large practice. He was elected ophthalmologist for two terms to the Cook County Hospital, ophthalmic surgeon for four years to the Alexian Brothers' Hospital. He was appointed attending ophthalmic surgeon to St. Luke's Hospital. He has been professor of ophthalmology in the Chicago Post-Graduate Medical School since 1890, and in 1898 was appointed professor of clinical ophthalmology in the University of Illinois. Dr. Wood was for many years editor-in-chief of the *Annals of Ophthalmology*, and now has charge of its department of Italian literature and is one of the principal editors of the *Ophthalmic Record*. He has made extensive contributions to the medical press. Dr. Wood has published "Lessons in the Diagnosis and Treatment of Eye Diseases" and "The Toxic Amblyopias: Their Pathology and Treatment." Dr. Wood's chief contribution to medical literature is his text-book for practitioners and students written in conjunction with Dr. T. A. Woodruff, "The Commoner Diseases of the Eye." He is a member of the International Medical Congress. In 1903 the University of Bishop's College, his Alma Mater, conferred on him the honorary degree of D.C.L. for distinguished services to literature.

NOTE—Reference is here made to pages 122 and 123 of this book, where the names of other "old boys" who have achieved distinction are found.

The following list of College and University graduates was compiled from the lists of those institutions and is as correct as it could be made with the material available. Information with regard to errors or omissions would be gladly received by the Secretary of the Ex-Pupils' Association.

Alexander, William Hardy, B.A., 1899 (Toronto).

Allan, Hamlet, M.D.

Ami, Henry M., M.A., D.Sc., F.G.S., F.R.S., (Can.)

Palæontologist, Geological Survey, Canada, since 1882. Educated, Ottawa Public and Grammar Schools, McGill University, Redpath Exhibition, MacDonald Scholar and Dawson Prizeman; B.A. 1882; M.A. 1885; D. Sc. (Queen's) 1892; awarded the Bigsby Medal by the Council of the Geological Society of London, 1903; Fellow of the Geological Societies of London, Switzerland and America. Publications:—Numerous papers of Graptolites, Palæozoic faunas relating to the Palæontology and Chronological Geology of Canada.

Anderson, Rev. James Alexander, B.A., 1877 (McGill).

Anderson, Thomas Victor, graduated (R.M.C.) 1900.

Anderson, William Beaumont, (R.M.C.), B.Sc., 1898 (McGill).

Graduated Third at R.M.C.

Ardley, Mary O., B.A., 1903 (McMaster).

Argue, John Fenton, M.D., 1896 (McGill).

Armstrong, John Alexander, D.D.S., 1890 (Toronto).

Armstrong, Robert Milton, D.D.S., 1900 (Toronto).

Armstrong, Rev. R. C., B.A., 1903 (Toronto).

Askwith, William Robert, B.Sc., 1895 (McGill).

Back, W. G., B.A., (Queen's).

Baker, Edward Carlton, 1900 (R.M.C.).

Graduated 2nd Lieutenant in Royal Engineers.

Ballantyne, Charles Thomas, M.D., 1900 (McGill).

Ballantyne, Henry F., B.Sc., 1894 (Toronto).

Ballantyne, Norman F., C.E., (Cornell).

Basken, John Thomas, M.D., 1895 (McGill).

Bayne, Rev. George D., B.A., 1880 (McGill), M.A., Ph.D., (Univ. Chicago).

Bearman, George Purvis, M.D., 1898 (McGill).

Bell, Andrew J.,

Educationist, was born in Ottawa 1856, educated at the Collegiate Institute and at the University at Toronto (B.A. 1878). He took a post-graduate course in Philosophy at Breslau University (Ph.D., 1889), and returning to Canada was appointed MacDonald Professor of Latin languages and literature in Victoria University 1889. He is an active member of the Canadian Institute.



- Biggar, Howell, B.Sc, 1902 (McGill).
- Birkett, Fred W., M.D., (Queen's), L.R.C.P. & S., (Edin.)
- Blackadar, Mary Cameron (Mrs. G. H. Campbell), B.A., 1901 (McMaster).
- Blyth, James Thorpe, B.A., (1894) Toronto.
- Boville, Thomas Cooper, B.A., 1884 (Toronto).
- Bowles, Charles Thornton, M.D., 1899 (McGill).
- Bowles, Florence E. (Mrs. Forcey), B.A., (Sackville University).
- Bradley, Overton, M.D., (Ann Arbor).
- Bradley, Reginald, B.A., 1899 (Toronto).
- Bradley, William Inglis, B.A., 1884 (Toronto), M.D., 1888 (McGill), M.R.C.S. (England).
- Bremner, Rev. William Bain, B.A., 1894 (McGill), B.D., (Presbyterian College, Montreal).
- Burbidge, Henry Arnold, B.A., 1895 (Toronto), LL.B., 1897.
- Burgess, Thomas Anderson, B.A., 1899, LL.B., 1901 (Toronto).
- Campbell, C. Victor, B.A., 1890 (Victoria).
- Crmpbell, Alexander, B.A., Sc., 1897 (McGill).
- Carson, Egbert John, B.A., 1902 (Toronto).
- Christie, Alexander James, B.A., 1865, LL.B. 1868 (Toronto).
- Christie, John, C.E. (Phil.)
- Chubbuck, Leonard Burrows, B.A., Sc., 1900 (Toronto).
- Cluff, Elizabeth Maud, B.A., 1894 (Toronto).
- Conn, Rev. James R., B.A., M.A., (Queen's).
- Connor, Matthew Francis, B.A., Sc. 1894 (McGill).
- Cook Sidney P., M.D., 1869 (McGill).
- Cousens, William Carden, M.D., 1882 (McGill), L.R.C.P. and L.R. C.S., (Edin.)
- Cowley, Daniel Kayworth, M.D., 1880 (McGill).
- Cowley, Robert H., B.A., 1889, M.A., 1898 (Queen's).
- Honors in Geology I, 1892. Gowan prize in Botany. Inspector of Public Schools, Carleton Co.
- Craig Jessie, (Mrs. D. A. Campbell), B.L., (Univ. Wisconsin).
- Crain, William Eldridge, M.B., 1894 (Toronto).
- Culbert, Oliver Edwards, B.A., 1895 (Toronto).
- Curran, William S., M.D.
- Cuzner, George, M.D., 1900 (McGill).
- Davidson, Macfarlane Bell, B.A., 1903 (McGill).

Dewar, Colin Paterson, M.D., 1888 (McGill).

Durie, C. L., B.A., (Queen's).

Dyde, Samuel Walters, M.A., Sc.

Was born at Ottawa 1862. He was educated at Queen's University, Kingston, (B.A. and Gold Medallist in Classics, M.A. and Gold Medallist in Philosophy 1884, and D. Sc. 1887). He became Prof. of Mental and Moral Philosophy and of Pol. Economy at the University of New Brunswick, and is now Prof. of Mental Philosophy at Queen's University, Kingston, 1889. He published in 1896 a translation of Hegel's "Philosophy of Right."

Edwards, William Muir, B. Sc., 1901 (McGill).

M. Sc., 1902. British Association medal and prize. Lecturer in Mathematics McGill University.

Egleson, James Ernest Aiken, B. Sc., 1903 (McGill).

Ells, Robert Hugh, B.A., 1899, M.D., 1903 (McGill).

Ells, Sydney Clark, B.A., 1900 (McGill).

Fitzgerald, Charles Reginald, B.A., 1900 (Toronto).

Fitzgerald, William George, B.A., 1900 (Toronto).

Foster, Archibald Leslie, M.D., 1897 (McGill).

Garrow, Alexander E., M.D., 1889 (McGill).

Gibson, James Goodwin, B.A., 1899 (Toronto).

Honors in English, Classics, Mathematics, French, German, History and Geography, at matriculation. Subsequent honors in English, Mathematics and Classics.

Gibson, O. Kingsley, D.D.S.

Glashan, Frances Stuart, (Mrs. Shotwell), B.A., 1897 (Toronto).

Gordon, Charles Marson, M.D., 1881 (McGill).

Graham, Kenneth D., M.D., 1875 (McGill).

Graham, Thomas Wesley, B.A., 1903 (Toronto).

Graham, William Henry, D.D.S., 1897 (Toronto).

Grant, Harry, M.D.

Grant, James A., M.D., 1882 (McGill).

Greene, Ainsley Wilson, B.A., 1901 (Toronto).

Greene, George Monk, LL.B., 1889 (Toronto).

Hardie, Charles John, B.A., 1887 (Toronto).

Hardie, Grant Espie, 1896 (R.M.C.).

Lieutenant on Indian Staff Corps.

Hardie, Thomas Melville, B.A., 1884, M.B., 1888 (Toronto).

Hardie, William, B.A., 1891 (Toronto).

Principal Perth Collegiate Institute.

Haycock, Richard L. B.A., Sc., 1897 (McGill).

Henderson, Stuart Alexander, B.A., 1885, LL.B., 1888 (Toronto).

Henry, Charles Kossuth Patrick, M.D., 1900 (McGill).

Higman, Ormond, B.Sc., 1902 (McGill).

Hill, Alexander Christie, B.A., 1900, LL.B., 1903 (Toronto).

Hill, Hamnett Pinhey, B.A., 1866, M.A., 1868 (Toronto).

Hill, Hamnett Pinhey, B.A., 1898 (Toronto).

Hogg, Frederick Drummond, 1901 (Toronto).

Horsey, Edward H., M.D., 1888 (Queen's).

Horsey, Herbert H., B.A., (Queen's).

Howard, William, B.A., (Trinity).

Hudson, Arthur Bartlett, B.A., 1883 (Toronto).

Hunton, Sidney, B.A., 1881 (London).

Scholarships at McGill University, Gilchrist Scholarship, Rothschild Scholarship. First prize Senior Mathematics (London). Professor of Mathematics, Sackville University.

Hurdman, Howard Horace, M.D., 1897 (McGill).

Hutchison, Orrin Hall, D.C.S., 1896 (Toronto).

Jamieson, Elizabeth Marion, B.A., 1899 (Toronto).

Jamieson James S., B.A., 1875, M.A., 1879 (Victoria).

Principal of Morrisburg Collegiate Institute.

Jamieson, William Ross, M.D., 1898 (McGill).

Jarvis, Fred W.

In June, 1877, in his Matriculation examination at Toronto University, he took first class honors in Classics, History and English, and was awarded the first Classical Scholarship. In 1878 he again carried off the same Classical Scholarship at the University. In 1879 he succeeded in gaining the much coveted prize of the Gilchrist Scholarship which was open to competitors from all parts of Canada. The Scholarship was of the annual value of \$500 and was tenable for three years. The holders of the Scholarship were required to attend either Edinburgh or London University. Mr. Jarvis selected the former and on going there, after a few days preparation, he underwent an examination for a bursary and won again, thus gaining \$100 additional for three successive years. That summer he spent his college holidays in Germany and returned to his studies in good health and full of hope, looking forward to another year's successful campaign, when he died 1881.

Johnson, Alfred Sidney.

Born in Canada 1860. Graduated at University of Toronto B.A., 1883, M.A., 1885), and at Illinois Wesleyan University, Bloomington, (Ph. D., 1888); Fellow of University College, Toronto, 1883-86; Examiner of University of Toronto, 1885-87; Principal, Denmark (Iowa) Academy, 1887-90; Editor of the *Cyclopædic Review of Current History*, 1890-1901; also on editorial staff *Columbian Encyclopædic* graduate Government School of Military Instruction, Toronto, 1882, and gazetted First Lieutenant Volunteer Militia; member of Canadian Institute.



Jones, Harold William, B.Sc., 1903 (McGill).

Keefer, Charles H., C.E.

Keenan, Campbell Brown, M.D., 1897 (McGill).

D.S.O., (Strathcona's Horse) Surgeon-Captain.

Kennedy, George.

Was born at Ottawa 1838. He was educated at the Carleton County Grammar School and became Head-Master of the Prescott Grammar School, and afterwards second master of the Ottawa Grammar School; matriculating into the University of Toronto, he obtained first Classical scholarship, besides first-class honors Math. Metaph. and Ethics, Modern Languages and Natural Sciences, and on graduating, 1857, took the gold medal in Metaph. and Ethics. Proceeding to his M. A. degree 1860 he followed the law course at the same time. (LL.B. 1864, LL.D., 1877) and was called to the bar 1865. He was appointed law clerk to the Department of Crown-lands, Ontario in 1872, where he still is; he was an examiner in Law in the University in 1878-80. He has written some historical and literary essays.

Kennedy, Robert Alexander, B. A., 1884. M. D. 1886 (McGill).

Kenny, Florence Gertrude, (Mrs. J. L. McDougall Jr.) B. A., 1893 (Toronto).

Kenny, Richard Wellington, M. D., 1903 (McGill).

Kenny, Thomas Fred, B. A. Sc., 1896 (McGill).

Kirby, Halder Smith, M. D., 1897 (McGill).

Klotz, Julius Emil, M. B., 1897 (Toronto).

Klotz, Oscar, M. B., 1902 (Toronto).

Larmonth, John Herbert, B. A. Sc., 1894 (McGill).

Law, Robert, M. D. 1899 (McGill).

Leggett, Theodore Howell, M. D. 1901 (McGill).

Leggo, Wm. A., D. D. S., 1889 (Toronto).

Lindsay, George Andrew, B. A., 1894 (Toronto).

Loux, William, M. D., 1870 (McGill) (o b).

Lynch, Arthur Louis, M. D., 1903 (McGill).

MacCarthy, Frederick Henry, Phm. B. (Toronto). M. D., 1902 (McGill).

MacCarthy, George Stanistreet, M. D., 1894 (McGill).

MacCraken, John I., B. A., 1874 (Queen's).

Macdonald, Rev. William Joseph, B. A., 1895 (Toronto).

Mackinnon, George, B. A. (Queen's).

Macmillan, Herbert Seymour, B. A., 1895 (Toronto).

McConnell, Arthur, B. C. L., 1873 (McGill).

McDougall, Alexander, B. A., 1899 (Toronto).

University College Medal in Mathematics.

- McDougall, Alexander Lorn, B. A. (Toronto).  
 McDougall, Helen Bailie (Mrs. S. J. McLean) B. A., 1898 (Toronto).  
 McDougall, John Lorn Jr., B. A., 1893 (Toronto).  
 McDougall, Morris, B. A., 1903 (Toronto).  
 McElhinney, Mark G., D. D. S., 1890 (Toronto).  
 McElroy, Arthur Stevenson, M. D., 1897 (McGill).  
 McGill, Ida Winnifred, B. A., 1899 (McGill).  
 McJanet, John, B. A. (Queen's).  
 McKay, William Moore, B. A., 1888 (Toronto).  
 McLaren, Alexander, M. D.  
 McLean, Donald Hector, B. A., 1890 (Toronto).  
 McLean, John Smith, B. A., 1887 (Toronto).  
 McLean, Simon James, B. A., 1894, LL. B. 1895 (Toronto). M. A., 1895 (Columbia). Ph. D., 1897 (Chicago).  
     Bankers' scholarship in Economics and History (1891). Blake scholarships in Economics (1892-3). Ramsay post-graduate scholarships McKenzie fellowship in Economics (1894); Associate Professor in Economics, Leland Standard Jr. University.  
 McMorran, Thomas Sidney, B. A., 1903 (McGill).  
 McNicol, Rev. John, B. A., 1891 (Toronto).  
 McNiece, J., B. A. (Queen's).  
 McTavish, Duncan B., B. A., 1870. M. A., 1873 (Queen's).  
     Senior Judge Carleton Co.  
 Magee, Fred Arthur, B. A., 1892 (Toronto).  
     William Mulock scholarship in Classics 1890.  
 Manchester, George Herbert, M. D., 1894 (McGill).  
 Matthewman, George Patrick, D. D. S., 1891 (Toronto).  
 May, Archibald Foster, B. A., 1884 (Toronto).  
 May, Loren Wilson, M. D., 1902 (McGill).  
 Mason, William R., M. D., 1903 (Queen's).  
 Merrill, Bert Ward, B. A., 1892 (Toronto).  
 Merrill, J. Ward, B. A., M. D. (Queen's).  
 Mosgrove, R. St. Patrick, (R. M. C.)  
     Lieutenant Royal Sussex Regiment.  
 Nelson, Francis, B. A., 1881 (Toronto).  
 Nelson, James Samuel, M. D., 1903 (McGill).  
 Northwood, Margaret Anne, B. A., 1895 (Toronto).  
 O'Connor, Edward Joseph, M. D., 1894 (McGill).  
 O'Connor, John Fergus, graduated 1898 (R. M. C.)

Ogilvy, William Morley, B. A. Sc. 1897.

Ogilvy, Paul B. Sc. 1901 (McGill).

Osborne, William Fred, B. A., 1893, M. A., 1891 (Victoria).

Professor of English, Wesley College, Winnipeg.

Patterson, Rev. William, B. A., 1893 (McGill).

Pratt, Charles Beeson, B. A., 1893 (Toronto).

Pratt, Horace Ormond Ernest, B. A., 1884 (Toronto).

Proctor, Arthur, M. B., 1903 (Toronto).

Proctor, Frank Bertram, B. A., 1896, LL. B., 1897 (Toronto).

Richards, Rev. E. W., B. A. (Trinity).

Rimer, Franklin Ernest, M. D., 1894 (McGill).

Robertson, Charles B. A., 1876, M. A., 1877 (Toronto) (o b).

Principal Hamilton Collegiate Institute.

Rochester, John Lorne, Phm. B., 1893 (Toronto).

Ross, Stuart A., M. D., 1899 (McGill).

Russell, Rev. Walter B. A., 1887 (McGill).

Ryan, Percy Carrol, B. C. L., 1892 (McGill).

Ryan, Percy C., Barrister, was born in Ottawa, 1871, educated at the Ottawa Collegiate Institute, where he was gold medallist in Classics and Mathematics, and silver medallist in Modern Languages; he continued his studies at McGill University, where he took the Jane Redpath scholarship in Arts, and graduated B. C. L., and Elizabeth Torrance gold medal 1892. Called to the bar the same year; he has since practised in Montreal. He was appointed Eng. Sec. to the Commission for revising and amending the Code of Civil Procedure, 1892, and became lecturer on Roman Law and Civil Procedure in McGill University not long afterwards.

Saunders, Frederick Albert, B. A., 1895, Ph. D. (Toronto).

Schwitzer, Thomas Henry, B. Sc., 1901 (McGill).

Scott, Fred Hughes, B. A., 1899, Ph. D. (Toronto).

Scott, Wallace Arthur, B. A., 1895, M. B. (Toronto).

Service, Rev. C. W., M. D.

Shanks, Thomas, B. A. Sc. 1900 (Toronto)

Shearer, Rev. Thomas Rankin, B. A., 1886 (Toronto).

Sinclair, Christina, M. B., 1896 (Toronto).

Smellie, James, B. A. (Queen's).

Smirle, Harriet Hill, M. A., 1903 (Queen's).

Stewart, McLeod, B. A., 1867; M. A. 1870 (Toronto).

Stewart, Robert Holden, B. A. Sc., 1896 (McGill).

Stewart, Robert Meldrum B. A., 1901 (Toronto).

Stewart, William I. (R. M. C.) 1883.

First in class.



## Stewart, Dr. James.

Was born in the County of Russell, Ontario, 1847. He was educated at the Ottawa Grammar School. He pursued his medical studies at McGill University (M. D. 1869); continuing them at Edinburgh, Vienna and Berlin. He was admitted a L. R. C. P. and a L. R. C. S., Edinburgh, 1883. He has practised at Brucefield, and Montreal where he is now. He has made a specialty of nervous diseases. From 1883 to 1891 he was Prof. of Materia Med. and Therap. in McGill University, and since then has held the chair of Med. and Clinical Med. therein.

Taggart, Edmund Augustus, M. D., 1903 (McGill).

Taggart, James Eugene, D. D. S., 1898 (Toronto).

Tanner, Arthur William, M. B., 1899 (Toronto).

Taylor, Rev. James, B. A., 1892 (McGill).

Taylor, James Norman, M. D., 1892 (McGill).

Tarr, Stambury Ryrie, B. A. (McMaster).

Teakles, William B., B. A. (Toronto).

Thompson, P. M., B. A. (Queen's).

Turley, Rev. Robert James, B. A. (Trinity).

Walkley, Rev. Albert, B. A.

Whillans, Henry Alexander, M. D. 1899 (McGill).

Whillans, George B. A. 1882 (McGill).

Whillans, Rev. Robert, B. A. 1872, M. A. 1883 (McGill).

White, Samuel George, M. D. 1903 (McGill).

Whiteaves, Maud, B. A. 1895 (McGill).

Whiteside, Orton Edward Simpson, B. A. Sc. 1894, M. Sc. 1900 (McGill).

Whitton, David Alexander, M. D. 1898 (McGill), L. R. C., P. & S., (Edin.)

Wilson, Charles W., M.D. 1886 (McGill).

Perley, George Halsey, A.B. (Harvard).

Jamieson, Margaret H.

Orme gold medal 1897 (Coligny College). Graduate diploma 1899, under H. Puddicombe (Can. Conservatory of Music, Ottawa).

## MATRICULATION, SCHOLARSHIPS AND EXHIBITIONS.

1874—Bell, Andrew James.

General Proficiency Scholarship, University of Toronto.

1877—Jarvis, Fred. W.

First Scholarship in Classics, University of Toronto.

1880—Boville, Thomas Cooper.

First General Proficiency Scholarship, University of Toronto.

- 1891—Whiteaves, Maud.  
General Proficiency Scholarship, McGill University.
- 1893—Burgess, Thomas Anderson.  
Blake Scholarship in Mathematics and Classics, University of Toronto.
- 1893—Fitzgerald, William George.  
Blake Scholarship in Mathematics, University of Toronto.
- 1895—Alexander, William Hardy.  
Prince of Wales Scholarship in Classics, Blake Scholarships in Mathematics and General Proficiency, University of Toronto.
- 1896—Fitzgerald, Charles Reginald.  
Blake Scholarship in Mathematics, University of Toronto.
- 1897—Stewart, Robert Meldrum.  
Blake Scholarship in Classics, Mathematics and General Proficiency, University of Toronto.
- 1899—McMorran, Thomas Sidney.  
General Proficiency Exhibition, McGill University.
- 1900—Rose, Herbert J.  
General Proficiency Exhibition, McGill University.
- 1900—White, Claire.  
Scholarship in Mathematics, University of Trinity College, Toronto.
- 1900—Woodland, Victor O.  
Blake Scholarship in Mathematics, University of Toronto.
- 1900—McGill, Muriel.  
General Proficiency Scholarship, University of Toronto.
- 1902—Anderson, F. W.  
Ottawa Valley Scholarship, McGill University.
- 1902—Shortt, Arthur L.  
Williamson Scholarship No. 1 in Classics and English, Queen's University.
- 1902—Whyte, Marion I.  
Blake Scholarship in English and Moderns, University of Toronto.
- 1903—Meldrum, Herbert Thomas.  
Ottawa Valley Scholarship and General Proficiency Exhibition, McGill University.
- 
- 1895—Miss Florence Bowles  
Stood second in English in the Scholarship Matriculation lists for Toronto University.
- 1902—Miss Ruth Orme  
Stood second in English in the Scholarship Matriculation lists for Toronto University.

## CHAPTER XII.

### THE RE-UNION—DIAMOND JUBILEE.

On the 10th and 11th September, 1903, the first Re-union in connection with the Ottawa Collegiate Institute, was held to commemorate the Diamond Jubilee of the founding of the school. The following account is chiefly from the *Journal*:—

Collegiate old boys representing almost every profession came from the various Provinces of Canada, and from many States of the American Republic to attend the Re-union. Over sixty years ago the school was founded, and if there are any boys now left, who attended the first classes, they must be white-haired old men, whose ages are well nigh the Psalmist's utmost limit. The younger generation of scholars—those who attended the school before the fire—the boys of 1890 and of the eighties—were in evidence. Then there were the old girls, too.

The building was very prettily decorated. Flags were hung effectively in all the corridors, and festooned over the arches. Flowers, peculiar to the fall, were everywhere in abundance. The decoration committees certainly deserve credit for the extremely tasteful manner in which the rooms were decorated. Upon entering the hall a pretty scene met the eye. The visitor passed through an avenue of potted palms, and in the vista was to be seen the Principal's room prettily hung with two large flags. Overhead, on the pillars and arches, more flags were draped. Down the halls on small stands were large vases of cut flowers, roses, asters, etc., and everywhere were palms gracefully spreading their stately branches. The Convocation Hall was likewise profusely decorated with flowers, bunting and Chinese lanterns. At the rear of the speakers' platform and hanging on the wall was a motto bearing the words "1843-1903."

### THE GATHERING AT THE OLD HOME.

About two o'clock in the afternoon the ex-pupils and old boys began to arrive in considerable numbers to register. Four





FIFTEEN MEMBERS OF THE LADIES' REUNION RECEPTION COMMITTEE, 1903.

Miss Helena de C. Topley,  
Mrs. Ide,

Miss M. A. Northwood, B.A.,  
Miss B. M. Scott,  
Mrs. F. R. Latchford,  
Mrs. D. A. Campbell, (B.L.,)

Mrs. Fred Graves,  
Miss B. Barber,  
Miss Mary Masson,  
Miss I. Macmillan,

Miss B. M. Waddell,  
Mrs. Doney  
Mrs. Shotwell, (B.A.,)

Mrs. S. E. O'Brien.

(All are ex-Pupils of O. C. I.)



books were available, but notwithstanding this fact many had to wait quite a while until their turn came. After registering they (each) were presented with a badge and invited to inspect the building. To many of them the present Collegiate Institute was entirely new and only by conjecture could they recall what the school was like when they had been pupils and what part of the building it formed now. Little groups of old boys, and lady ex-pupils, could be seen in various parts of the building during the afternoon indulging in pleasant reminiscences of school days that are gone, and that are now a cherished memory. Some were telling amusing stories of youthful pranks, and others were speaking in voices low and respectful of some of their old class-mates who had already passed away. Not a few were endeavoring to place the old school and trying to locate the old rooms, the old stairs and where they used to be situated. Again all were casting watchful eyes over the newcomers in the hope of recalling the familiar face of an old class-mate, although not seldom names had been forgotten.

It was a happy Re-union throughout the afternoon and all enjoyed it and not a face but was wreathed in smiles.

#### WERE PHOTOGRAPHED.

At 2.45 all present went out on the lawn and a group photograph was taken by Mr. S. J. Jarvis, himself an ex-pupil. At 3 o'clock an adjournment was made to the Convocation Hall, where the speeches were made. Fully 300 were present and it certainly was an inspiring audience, composed as it was principally of ladies. Judge MacTavish, the chairman, led to the platform an imposing array of speakers, some 29 in all, and he proceeded to warn them to not speak too long. After a few appropriate expressions of pleasure Judge MacTavish then called on His Worship Mayor Cook on behalf of the city to welcome the visitors. The following is an extract from His Worship's address of welcome:

"They were met together for the purpose of celebrating the sixty years' existence of the Institute and it was with the greatest possible pleasure that he



greeted the ex-pupils, old and young, and the esteemed Ex-principals who were always young. Two generations had elapsed since the school had been established and what a galaxy of men and women had passed through its portals as students. He was proud to rank himself as a friend and supporter of the school which had done so much for Ottawa. That the education imparted within its walls must have been substantial, that the foundation stone must have been well and truly laid was evidenced by the large number of ex-pupils of the O.C.I. who were prominent to-day in public life—in the pulpit, on the bench, at the bar, in the militia, or foremost in mercantile life. He commended the Ex-Pupils' Association for deciding to publish a history of the Institute."

DR. WARDROPE.

Rev. Dr. Wardrope, the first Principal 60 years ago of what is now the Collegiate Institute, was the next speaker and was greeted with prolonged applause. Dr. Wardrope said it was the supreme delight of his life to be present on this auspicious occasion. When asked to speak at the Re-union he said he willingly complied as no one could do so with greater interest or a fuller appreciation of the Collegiate Institute's present position than he, or could more sincerely hope for its continued future advancement. It was an inspiring occasion, he said, to see the old pupils gather from the north, the south, the east and the west to participate in the celebration and to meet their friends and companions of earlier years. The venerable Ex-principal then indulged in some delightful reminiscences of the old school from its inception, and of the popularity it at once achieved. He concluded by saying he would always cherish a pleasant memory of the old school and the present occasion.

DR. THORBURN.

Dr. John Thorburn, another Ex-principal, when called upon was also heartily greeted by applause. He said he was delighted with the large representation of old boys and old girls (applause by the gentlemen) present. It recalled pleasant memories to him and he was pleased to meet them all again. He referred to a trip he made across the continent last year, and at almost every town or city from here to Vancouver at which he stopped, some old

Collegiate pupil greeted him. Dr. Thorburn, before concluding, as Chairman of the Board read a letter of regret from Dr. Casey A. Wood of Chicago, who, owing to the death of a sister, was unable to attend.

PRINCIPAL MACMILLAN.

Principal Macmillan was the next speaker. He referred to the pleasure the occasion gave him and paid a few very appropriate compliments to Rev. Dr. Wardrope, the first Principal. The Doctor's life, he said, had been an inspiration to many and he felt sure that the old Grammar School must have been characterized by tactful oversight and kindly care on the part of Dr. Wardrope. Principal Macmillan then suggested that the present celebration be made the occasion to again pledge themselves to work in the best interests of the school and country. He spoke of the great advance in every way since 60 years ago and made many comparisons. He then paid a few sincere compliments to the school and said that now he was entering upon his fortieth year in connection with the school and had always fancied it a good school. It had been one of the best District Schools, one of the best Grammar Schools, and was now one of the best Collegiate Institutes. It had a goodly share, he said, of those rarer minds, gifted with rarer gifts who, finding their way to the University, had secured the highest awards their Alma Mater could confer upon them, and now hold important positions in the various colleges. Had all schools done this, said Mr. Macmillan, it would not be necessary to procure teachers and professors from the old country. The school had contributed much to the building up of the national life, and of the greatest asset of the city,—its moral quality. He closed by extending a hearty welcome to all.

Several "old boys" were then called upon, among whom were Dr. George Kennedy, A. Holland, City-Auditor Cluff, J. Bishop, Inspector Cowley, Alderman Chas. Hopewell, Percy C. Ryan, B.A., Sam McDougall, and Sir James Grant.

## THE GATHERING IN THE EVENING.

The conversazione held in the Collegiate Institute at 8 o'clock last evening attracted a very large crowd and the building was crowded from top to bottom. Many more also registered last night, some having only come to the city on the evening trains while others because of work could not come in the afternoon. The ladies of the Reception Committee met the visitors at the door and gave them a charming welcome. Time was principally spent in social intercourse, the renewing of old acquaintances and the reviewing of old school incidents. Later in the evening in the Convocation Hall refreshments were served and a short hop later indulged in by those so inclined. The Guards Band was present for most of the evening and furnished music.

An interesting event of the evening was the presentation of a purse of some \$30 to Mr. R. W. Nolan, the popular caretaker of the Institute for more than fifteen years and the friend of every Collegiate pupil during that time. The presentation took place in the Convocation Hall and was made by Mr. Sam. McDougall. Mr. Nolan was greatly surprised and managed in a few appropriate words to convey his thanks for the gift.

The gathering broke up about eleven o'clock after a most enjoyable evening having been spent. This morning many of the visitors were given a trip around the city on the electric cars and to-night banquet will be held in the Russell House.

## THE BANQUET.

Never before has there been held in Ottawa such a gathering as that at the Russell House last night when from all points of the compass there assembled together some two hundred Ex-pupils and "old boys" of the Collegiate Institute to celebrate its Diamond Jubilee, and around the festive board to engage in hearty good fellowship and well-wishes for Ottawa's promising educational institution. Beneath the mellow light of the electric chandeliers of the beautiful dining room, surrounded by men of wide experience



and much learning, in the presence of the venerable, hoary-headed first Principal of 60 years ago, it was surely an inspiring and memorable occasion, and one which will live long in the memories of those present.

His Honour Judge MacTavish ably presided, and beside him were Rev. Dr. Wardrope, the first Principal of the old Grammar School, Dr. Thorburn, the sixth Principal, and at present Chairman of the Collegiate Institute Board, and Principal Macmillan, who for twenty-two years past has held that position.

After a pleasant hour and a half had been spent doing full justice to the lavish spread, the Chairman began the programme of speeches. The customary toast to the King was heartily drunk, and then Mayor Cook was called on to propose a toast to the health of "Our Guests." The mayor's speech was very short, owing to his having delivered the address of welcome the day preceding. He called on all to honor the toast, after saying that he was delighted and proud to see so many of the old boys home again.

In responding to the toast Mr. Belcourt, M.P., was enthusiastically greeted, and in a very pleasing speech referred to the large representation of educationists present. Speaking of the influence of education on a country, he said that while Parliament made the laws it was the teacher who prepared the minds of the youth to obey and honor these statutes. Further he said: "The teachers of Canada have admirably performed their duties, as witness the law-abiding and peace-loving people. The school methods of the Dominion are well suited to the purpose, and do most suitably fit for the battle of life the young men of Canada and enable them to hold their own against world wide competition."

Hon. F. R. Latchford, M.P.P., followed in a fitting speech. He said he could not claim the honor of being an old Collegiate boy, but had for many years been intimately acquainted with many of the old boys. He was delighted to be present on the occasion of the anniversary celebration of an institution which had reason to

be the pride of Canada, and whose pupils and graduates were now holding the highest and most lucrative positions throughout Canada and the United States. He was glad to be present to renew old acquaintances and see old familiar faces, and hoped the success of the Institute would continue.

Rev. Dr. Wardrobe, representing Queen's University, upon rising was greeted with loud applause. Indulging in some pleasant reminiscences of the old Grammar School, of which he was the first Principal, he said that previous to that he had been one of the first pupils of Queen's College. Ex-Judge Ross and himself, he said, were the only survivors of the first class in the College. From an attendance of seven in those days it had grown until now it has about 1000 students. He expressed great satisfaction at the success of the Re-union and hoped for the future success of the Institute.

Rev. Father O'Boyle of Ottawa University was the next called upon. He said that the Collegiate Institute was one of those bright constellations in the educational world which with his own University centred around the central sun of an ideal of broad-minded culture. (Applause.) The University, he said, would always be in the band of well-wishers for the Collegiate Institute.

Prof. MacCallum, Toronto University, expressed his great pleasure at being present to represent his University on the occasion, being requested to do so by the President. He extended the heartiest good wishes of the University to the Collegiate on the 60th anniversary of its founding. Many students had gone from here to the University and had always been found to be among the brightest minds attending there. Toronto, he said, had always welcomed the Collegiate students and was prepared to welcome them more warmly than ever in the future. He concluded by assuring all that the Collegiate Institute had the best wishes of the University for its future prosperity.

McGill University was represented by Mr. Percy C. Ryan of Montreal, who was warmly greeted upon rising to speak as he is

an Old Boy. It was, he said, with more than usual honor that he arose as the representative of the great cosmopolitan college, McGill, to give his quota of good wishes for the Institute. Men of the foremost rank had emanated from McGill and had lifted high the torch of learning. He hoped that many students from the loved old school, the Ottawa Collegiate Institute, would in future enter the portals of McGill University, there to further their learning as only can be done in a University. "We have a national destiny," he said, "which is not interwoven with that of any other people no matter how good they may be (applause), and we have not yet gone beyond the foundations of a structure which I believe will yet dominate the whole Western Hemisphere." In closing he said: "Let us all remain Canadians although also Britishers." Mr. Ryan's speech was listened to with rapt attention and was characterized by forceful eloquence.

Rev. Mr. McMaster responded for McMaster University.

#### THE OLD BOYS.

The toast to the "Old Boys" was proposed by Mr. A. H. McDougall. Mr. John Christie in replying mentioned the fact that in going over some old documents recently he had discovered one dated June 18, 1845, announcing the opening of the old Dalhousie District Grammar School. Of those attending the school then few were living now, although the Principal and his youngest and childlike pupil were present at the Banquet. He paid a worthy compliment to Principal Macmillan by saying he was as good as any gone before and any who should come after. The next 60 years he said would speak for themselves.

Dr. Geo. Kennedy of Toronto followed. He is another veteran "old boy," having been five years of age when the old Grammar School was first started. He divided the students from then until now into three classes. First, the positive, or those attending as far back as 1878; second, the comparative, or those attending during the twenty-five years preceding, and lastly the superlative, or the



first pupils, of which he was one. He regretted that the study of the classics was not so popular in the school nowadays as it had been, and he did not favor too much prominence being given to the merely practical studies. "Haven't the scholars done something for the world?" he asked. Then said, "Which do you choose, Goldwin Smith or Andrew Carnegie,—Emerson or Vanderbilt?"

Mr. J. Lorn McDougall Jr. said he believed that "the Ottawa Collegiate Institute is the best institution in the best city in the Dominion." (Applause). He urged the Trustees to give the poor boy a chance.

Mr. H. P. Hill, another of the recent boys, made a happy speech paying a very high compliment to Principal Macmillan.

#### THE OLD MASTERS.

Dr. Cousens very ably proposed the toast to "The Old Masters." He spoke feelingly of the long life of service of Dr. Wardrope and referring to him gave the quotation, "Give me the staff of honor for my age but not the sceptre to control the world."

Loud cheers were given Dr. Wardrope as he rose to acknowledge the toast, merely extending his thanks as he had already spoken. Dr. Thorburn was likewise most warmly greeted upon rising and delighted all by his pleasant reminiscences.

Loud and prolonged applause greeted Principal Macmillan as he rose to respond. Although now more than forty years teaching in the Collegiate Institute Mr. Macmillan said he felt as young as ever, although he could not expect to preside over the School much longer. He felt he had been amply rewarded by the love and devotion of his pupils in the past and that was all a true teacher desired. Mr. W. G. Armstrong also spoke.

The toast to the "Members of the O.C.I. Board, Past and Present," was happily proposed by Mr. Arthur McConnell and as happily responded to by Mr. Geo. Hay and Mr. Denis Murphy.

To the lot of Mr. J. I. MacCracken fell the honor of proposing

the toast to the "girls of the school," and he did it full justice. The response was made by Mr. F. B. Proctor, and Mr. Arthur F. Leggatt, both of whom made brief speeches. For his kindness in presiding over the various gatherings the health of Judge Mac-Tavish was then heartily drunk, and the singing of Auld Lang Syne brought a most successful Banquet to a close at 2.30 a.m.

NOTE—Miss Helena de C. Topley and Miss B. Barber, acting for the Lady Ex-pupils, had a handsome Bannerette made which they presented to the School as a memento of the Re-union.

R. S.

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LIST OF EX-PUPILS REGISTERED AT THE RE-UNION CELEBRATION  
HELD SEPTEMBER 10TH AND 11TH, 1903.

Bertha A. Marshall	Katharine MacDonald	Leslie C. Whyte
E. W. B. Richards	E. May MacAllister	Mrs. J. B. Allan
Albert E. Forde	Jessie C. Macdonald	Mrs. Alex Fleck
John H. Roberts	J. Heron	Mrs. F. G. Wait
W. D. Brunton	Jennie W. Dunnet	A. F. May
Wentworth Greene	Jessie Craig Campbell	Mary R. Leggatt
James Ogilvy	Isebella Macmillan	Nellie Connor
J. Bishop	J. A. G. Fleming	A. F. Leggatt
J. Lorn MacDougall, jr.	Kate Pilson	Maude L. Elliott
A. E. Meldrum	Chas. Hopewell	A. M. S. Graham
Chas. O. Wood	Eva J. E. Hanna	Gwendolyn K. Jackson
J. S. Jamieson	M. H. Sullivan	Maude Haldane
Geo. Kennedy	Ada A. Wilkie	B. H. Jackson
Jas. B. Kennedy	T. A. Beament	J. P. McCormick
Jas. S. Brough	J. Geo. Doherty	J. R. Hand
R. M. Timberlake	Sarah E. Wright	W. F. Allan
Allan H. Taylor	Fred W. Forde	Chas. H. Wood
Ed. F. G. White	Mrs. S. E. O'Brien	John I. MacCraken
Lorne K. Sully	Mrs. J. Keane	George A. Lindsay
R. F. Flegg	Bertha A. Cowan	Clara Bell
W. R. Taylor	Susan Mullin	C. H. White
L. A. Smith	Geo. P. Howlett	Margaret Meldrum
George W. Baker	Jno. McJanet	Hector Kennedy
Andie B. Conley	Mary M. Patrick	J. B. Donaldson
Gertrude Neelin	Martha A. Patrick	Gertrude E. McKay
Chas. E. Hibbard	Ernest G. Fosbery	S. H. McKay
Marion K. Younger	C. E. Living	E. H. M. Baker
Bertha Heinrichs	Mrs. Wm. Simpson	W. H. Dowler
Elsie Rankin	Mrs. W. H. Morgan	G. H. Frith
Ina G. Elliott	Donald J. Stalker	Sybil M. Bowles
E. Maud Mumford	Edith M. Stephens	Gertrude M. Bennett
M. C. MacGregor	Harold H. McGregor	Hazel Hope Bowles
G. M. Bayly	T. Wardrope Alexander	A. Lillian Douglas
F. W. Fee	Edith Barnes	E. Evelyn Douglas
E. H. Playter	Mrs. Geo. C. Holland	Florence E. Forsey
Jessie Lindsay	Geo. C. Holland	C. T. Bowles
William Gilchrist	E. Scott	Blanche A. Bristol
Jas. Christie	A. Jackson	Charles F. Bristol
John Christie	G. E. Meldrum	Sadie Bristol
H. P. Hill	M. W. Stalker	Olive M. Bennett
A. C. Hill	Mrs. A. G. Cameron	Margaret Masson
F. B. Richards	T. W. Thompson	Emma Kingsbury
Jennie Cowan	H. S. Harrison	Lulu Wright
Minnie Young	P. C. Harrison	Nellie Doyle
H. Maude Taggart	J. V. Harrison	M. M. Taylor
Jessie C. Dewar	J. Harold Stothers	Christine J. McEwen
Lucinda O. Smyth	Flossie M. Allen	Marion I. Whyte
Inez Whelan	J. E. Farley	Emily M. Sproule
Hume Whelan (ob.)	Florence Hanington	Charlotte E. Uglov
Fannie McKeever	Annie Potts	Louise Shouldis
A. A. Fraser	Ethel H. Chalker	Margaret A. Northwood
W. H. Cluff	R. Brown	Elfrida M. Donaldson
Jessie B. Hardie	R. M. Courtney	H. J. Fraser
Margaret L. Young	L. B. Kingston	C. Allan
Edith McL. Young	Margaret T. Halkett	M. Courtney
Ida E. Macdonald	Nettie Braden	M. E. B. Allan
Carrie Church	S. S. Davidson	N. V. Reardon





Ottawa Collegiate Institute Reunion—Diamond Jubilee Group.—(by S. J. Jarvis.)



M. Reardon  
 Adam Ballantyne  
 Mary Masson  
 N. F. Ballantyne  
 Jennie L. Doney  
 E. A. Tomkins  
 Annie Bennett  
 George W. Northwood  
 A. P. McElroy  
 J. Fenton Argue  
 John L. Garland  
 Helena de C. Topley  
 Frances A. MacNabb  
 Winnifred Ide  
 Catherine C. McNicol  
 Helen S. McNicol  
 Cecil Bethune  
 W. P. Lett  
 Gilbert Smith  
 F. G. Bronskill  
 J. Eagleson  
 J. Willoughby Shore  
 Eva J. Stalker  
 Margaret Stalker  
 Jennie Hilliard  
 Lillian Hilliard  
 Robert Reid  
 O. K. Gibson  
 Mrs. F. R. Latchford  
 F. W. Musgrove  
 L. M. Chitty  
 Charlotte E. Christie  
 Mabel J. Brownlee  
 George S. Fenton  
 S. C. Ellis  
 D. A. McGregor  
 D. A. Whitton  
 Mrs. J. E. Miller  
 May Russell  
 Edith M. Stitt  
 Carrie G. Young  
 Muriel C. Payne  
 Gertrude M. Graham  
 A. D. Proctor  
 Ruth Orme  
 Lilian A. Orme  
 Wm. G. Laird  
 G. H. Askwith  
 H. Clifford Brennan  
 G. Eric Brennan  
 J. R. Hill  
 N. K. Hay  
 I. N. Edey  
 R. M. Armstrong  
 Mrs. D. Cameron  
 Flora M. Stewart  
 Etta Hanright  
 E. A. Cousins  
 John Mulhall  
 O. M. Stitt  
 K. I. Waddell

Archie Graham  
 D. W. Jamieson  
 John Robertson  
 F. B. Hopkirk  
 B. Henderson  
 R. H. Ellis  
 William H. Lamb  
 R. H. Campbell  
 A. M. Hay  
 F. G. Waddell  
 Ella F. Thorburn  
 W. C. Schwitzer  
 C. H. Thorburn  
 Isabel F. Wilson  
 Lizzie Bussell  
 Violet Macartney  
 Ethel Ronan  
 John L. McDonald  
 M. A. Blyth  
 A. Lillian Ostrom  
 Elizabeth Clements  
 Mary H. Sullivan  
 J. C. Cowan  
 T. P. Moffatt  
 Carrie B. McNicol  
 F. C. Emery  
 M. Stitt  
 Jas. McElroy  
 W. H. Pennock  
 R. C. Armstrong  
 G. D. Armstrong  
 C. Claire Henry  
 Harold C. Henry  
 Chas. K. P. Henry  
 J. F. Baskin  
 G. B. Greene  
 G. B. Greene, Jr.  
 A. W. Greene  
 R. E. Greene  
 A. E. Wilson  
 G. H. Prentiss  
 A. B. Hudson  
 Mark G. McElhinney  
 Frank O. C. Hutchinson  
 W. J. Christie  
 Winnifred Barber  
 R. H. Cowley  
 F. B. Proctor  
 Mabel M. Bennett  
 Fred C. Bennett  
 Katie E. Bennett  
 A. A. Connor  
 Gertrude Whiteside  
 G. M. Scott  
 T. R. Shearer  
 Edgar H. Scott  
 James McKay  
 Chas. C. Ross  
 Crawford Ross  
 Thomas H. Ross  
 Florence Sales

Norman Foster  
 C. H. MacLaren  
 Miss Rosborough  
 Wm. R. Cummings  
 W. F. C. Hillman  
 A. D. Besserer  
 J. C. Jamieson  
 W. C. Edwards  
 J. C. Edwards  
 George Edwards  
 C. D. Chitty  
 Dawson Kerr  
 — Criukshanks  
 T. Melville Hardie  
 Chas. John Hardie  
 William Hardie  
 Grant E. Hardie  
 Agnes M. Hardie  
 W. M. Eastcott  
 W. Herman Smith  
 Raoul Léger  
 John A. Cameron  
 Robt. A. L. Sproule  
 Alex. Campbell  
 O. E. S. Whiteside  
 W. R. Jamieson  
 Thos. A. Hodgson  
 Thos. Ritchie  
 Maggie Birt  
 John C. Grant  
 Margaret Beardwood  
 Wm. Crowe Beardwood  
 Victor G. Grant  
 Fred Proderick  
 W. C. Cochrane  
 John W. Thompson  
 George G. Thompson  
 Lewis H. Thompson  
 Frank Grant  
 James Grant  
 Henry Grant  
 M. P. Sweatman  
 Effie K. MacLachie  
 William M. Jones  
 Alf. E. Jones  
 Arthur C. Jones  
 Oswald Workman  
 Ralph W. Ogilvy  
 John R. Binks  
 Harry S. Binks  
 T. G. Rothwell  
 Lucella F. Graham  
 Claud C. Graham  
 Wm. Ernest Graham  
 Augustus Tuck  
 Blair C. Rogers  
 W. A. D. Lees  
 T. H. Leggett  
 Hannah N. Langdon  
 (Miss) E. C. Whyte  
 (Miss) Jean Wardrope



M. G. Gilbert	Arthur McConnell	R. H. Kirby
G. M. Matheson	Mrs. Alma Stanley	A. F. May
Muriel A. Benoit	Florence Lees	J. Ross Mills
G. W. Wilks	Edith Jackson	H. B. Whyte
Henry E. Fosbery	Alice Hume	William Robertson
Jennie Templeman	Isa C. Jamieson	Alex M. Macmillan
Florrie Templeman	Thomas A. Burgess	Mrs. Alex M. Macmillan
Capt. A. H. Bertschinger	Wm. R. Mason	Harry Whillans
Mary B. Wiltshire	J. S. Nelson	Mary Whillans
Thos. A. Watterson	W. E. Bronson	Winnifred Whillans
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W. J. H. Shillington	T. A. Ridgway	W. O. Fraser
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